DOCUMENT RESUME

ED 224 260 EC 150 647

AUTHOR	Lewis, Linda
TITLE	Annotated Bibliography of Studies in Special Education.
INSTITUTION	Abt Associates, Inc., Washington, DC.; National Association of State Directors of Special Education, Washington, D.C.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Dec 81
CONTRACT	300-79-0721
NOTE	219p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Compliance (Legal); *Disabilities; Educational Research; Elementary Secondary Education; *Exceptional Child Research; *Federal Legislation; Preschool Education; Research Projects; *Special Education; *State Legislation

ABSTRACT

The bibliography contains brief descriptions of approximately 160 completed or in progress studies in special education, most of which have been sponsored or conducted by federal, state, and local education agencies. References, most of which are to studies conducted from 1975 to 1981, are designed to familiarize educators with research on the implementation of state and federal laws for educating handicapped children and to provide users with the names and addresses of individuals and agencies that can be contacted for additional information on the methodologies and results of each of the studies. Studies are divided into the following categories: child count, competency testing/diplomas, declining enrollment, education programs (arts education, preschool/early childhood education, secondary education, vocational education), eligibility criteria, extended school year, finance/cost, future trends, handicapping conditions, identification/referral/evaluation, implementation of state and/or federal laws, incidence of handicapping conditions, individualized education programs, institutions, interagency cooperation/agreements, least restrictive environment/mainstreaming, management/coordination of services, management information services, minorities, monitoring, paperwork systems, parents, personnel, placement, procedural safeguards, program quality, public awareness, related services, reporting, rural education, and student turnover. Information for each study usually includes the title, name of agency conducting the study, brief description of what the study examined, data collection dates, title and date of reports and other materials resulting from the study, and a name and address of the agency and/or individual to contact for additional information. (SW)

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FORUM

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A Communication Network of State and Local Education Agencies

EC150617

ANNOTATED BIBLIOGRAPHY OF

STUDIES IN SPECIAL EDUCATION

December, 1981

SUBMITTED TO:

Ronnie Hoffman
Program Support Branch
Division of Educational Services
Office of Special Education
U. S. Department of Education

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The material presented in this bibliography was developed through a contract from the U.S. Department of Education (Contract No. 300-79-0721). Any opinions expressed, however, do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement should be inferred.

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INTRODUCTION

Since the enactment of federal and state laws for the education of handicapped children in the late 1970's which resulted in the rapid expansion of services and special education budgets, administrators' need for information on the implementation of these new programs and on their effectiveness has grown. This need for information has led program administrators at the federal, state and local levels to engage in a multitude of studies -- needs assessments, analyses, evaluations, and development efforts -- on a variety of topics -- finance, due process, personnel preparation, assessment procedures, to name only a few. While the results of some studies are shared nationally through professional journals and meetings, the majority of studies are designed for use by the agency that sponsored them or only within the state where they were conducted and, therefore, their results are not disseminated widely. However, many of these studies address issues that are common across states and school systems; and some provide answers to questions that an administrator may have somewhere else tomorrow. In short, each has the potential for being of interest to educators in other states or school systems. Until now, there has been no single source of information on the numerous special education studies that have been performed. This bibliography has been developed to do just that.

Purpose

The bibliography contains brief descriptions of approximately 160 studies in special education, most of which have been sponsored or conducted by federal, state and local education agencies. Its purpose is to:

- Familiarize educators -- especially administrators -- and others interested in the provision of special education with some of the recent studies that have been conducted on the implementation of state and federal laws for the education of handicapped children; and

- Provide users with the names and addresses of the individuals and agencies they can contact for additional information on the methodologies and results of each of the studies.

Although the studies cited in this bibliography address a variety of issues or questions, these studies have a common element: they all examine some aspect of special education that can be tied to the implementation of key provisions of state and federal laws. Although individuals such as teachers and parents may find this bibliography helpful, it is primarily intended for use by administrators. Therefore, studies selected for inclusion do not address such topics as improving student academic performance or managing classroom behavior but, rather, look at issues or problems encountered in implementing the goals and full service requirements of state and federal mandates.

Method of Soliciting Study Descriptions

In order to identify studies in special education that have been or are currently being conducted, two major activities were undertaken. First, letters were sent to all state directors of special education and to special education administrators in the 120 local education agencies and intermediate education units which participate in Project FORUM. These letters explained the purpose of the annotated bibliography, described the nature of the studies being sought, and asked that recipients respond by sending descriptions of studies they had sponsored or conducted or had found to be useful sources of information. Second, two programs in the U.S. Office of Special Education which have sponsored studies related to the implementation of PL 94-142 were asked to provide descriptions of relevant studies.

Over 200 studies and materials were identified by this process and their descriptions reviewed by project staff. Although the studies themselves were not evaluated in any way, some study descriptions that were submitted are not included in the bibliography. Only studies which appeared to address issues in implementing handicapped education laws or topics relevant to the administration of special education and related services at the state and local level are included. Excluded from the bibliography are materials such as regulations, policy guidelines, curriculum materials, teacher training materials and studies related to medical aspects of handicapping conditions and pupil performance. In judging whether to include a study description, FORUM was guided by the premise that each study should be of potential interest to individuals responsible for developing or operating programs to meet federal and state requirements.

Organization of the Bibliography

The study descriptions contained in this bibliography are organized by the subject or topic they address. The subject groupings are located in alphabetical order (see the INDEX for a listing of these subjects). In the upper corner of each page, the subject of the study described on that page is indicated. Each study description is contained on a single page. For each study, the following information is provided:

- Title of the study;
- Name of the agency that conducted the study;
- Brief description of what the study examined;
- When the study's data were collected;
- Title of reports and other materials resulting from the study or the anticipated date by which a report will be available; and
- Name and address of the agency and/or individual to contact for additional information about the study.

Users will note as they read through the bibliography that some study descriptions appear more than once. The reason for this is that a study may have more than one focus; for example, a study of procedures for evaluating learning disabled children has two potential subjects: evaluation and learning disabilities. Therefore, this study description would be found under both subject headings to assist the user who might be looking for all studies that deal with evaluation as well as the user interested in studies related to learning disabled children.

How to Use the Bibliography

Users should refer to the INDEX to locate study descriptions that deal with the subject they are interested in. For each subject heading the INDEX lists the pages on which the study descriptions which address that subject can be found in the bibliography. Once the pages have been identifed, the user should proceed to that section of the bibliography and leaf through the study descriptions to find those that may be of particular interest.

If it appears that a study's report or findings may be of interest, the user can obtain more information from the individual or agency cited as a contact in the study description. Users should note that the reports and other materials cited in the study descriptions may or may not be currently available to the public or may be available only for a fee. The availability of materials and their cost can only be determined by contacting the individual or agency named in the study description.

Special Message to Users

At the end of the bibliography are located a User Evaluation Form and a Study Description Form. Project FORUM asks that you take a few minutes to complete the evaluation form and return it to NASDSE so that the utility of this bibliography can be assessed. Depending upon user feedback, FORUM may undertake revisions to the bibliography in the coming months which could involve expanding the number and types of agencies and individuals from which study descriptions are solicited. Should this occur, user comments on the current bibliography would be most helpful in restructuring future efforts. In addition, if there are studies your agency has conducted or sponsored or studies conducted by others you believe should be included if revisions to the bibliography are made, please complete and return the study description form to Project FORUM.

STUDY TITLE: Development of a Sampling Procedure for Validating State Counts of Handicapped Children

CONDUCTED BY: SRI International
Menlo Park, California
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to develop a sampling plan and a method that could be used by OSE to validate the state counts. SRI evaluated all previously available data on the incidence of handicapped children and concluded that the data reported by states were at least as accurate as other data sources, if not more so. Regarding a procedure for validating the information, SRI concluded that these procedures should be incorporated into the counting procedures themselves. SRI has developed a handbook for states on how to do this.

PERIOD OF DATA COLLECTION: 1977

REPORT TITLE-AVAILABILITY:

1. Validation of State Counts of Handicapped Children (2 volumes)

2. Handbook for State Education Agencies on Handicapped Child Count Procedures Under PL 94-142

CONTACT FOR FURTHER INFORMATION: SRI International
333 Ravenswood Avenue
Menlo Park, California 94025
415/326-6200

STUDY TITLE: A Survey of Pupils' with Handicapping Conditions Success in Passing Regents Competency Tests Required for a Regents High School Diplopma

CONDUCTED BY: New York State Education Department

STUDY DESCRIPTION: The New York State Board of Regents resolved that no pupil can receive a Regents recognized high school diploma without passing a minimum competency test in reading, writing, and mathematics. The Department wished to determine whether the policy reaffirming a commitment to high standards and specified competencies guaranteed by the Regents High School Diploma would bar appreciable numbers of handicapped students from attaining the only recognized New York State diploma. Therefore, this survey and analysis were conducted to determine the impact of this policy on the number of handicapped students likely to receive or be denied a Regents high school diploma.

PERIOD OF DATA COLLECTION: May 1980

REPORT TITLE-AVAILABILITY: Untitled, 1980

CONTACT FOR FURTHER INFORMATION:
Louis Grumet, Assistant Commissioner
Office of Education for Children
with Handicapping Conditions
New York State Education Department
Room 1073 EBA
Albany, New York 12234
518/474-5548

STUDY TITLE: Effects of Declining Enrollment on Special Education

CONDUCTED BY: Northwest Suburban Special Education Organization, Illinois

STUDY DESCRIPTION: The purpose of this study was to determine if declining enrollment facing education generally would affect special education and, if so, in what manner.

PERIOD OF DATA COLLECTION: December, 1979 to March 1980

REPORT TITLE-AVAILABILITY: Effects of Declining Enrollment on Special Education

CONTACT FOR FURTHER INFORMATION:

Pamela Gillet, Executive Director
Northwest Suburban Special Education Organization
500 S. Plum Grove Road
Palatine, Illinois 60067ng
312/359-2110

STUDY TITLE: Arts for the Handicapped

CONDUCTED BY: South Carolina Department of Education

STUDY DESCRIPTION: This project was conducted to study problems in providing arts for the handicapped as part of the total delivery of service and to recommend State Department of Education initiatives in this area.

PERIOD OF DATA COLLECTION: September, 1981 to November, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - February, 1982

CONTACT FOR FURTHER INFORMATION:

Sharon Vanzant, Consultant
Interrelated Services
State Department of Education
Office of Programs for the Handicapped
308 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Effects of Early Intervention on Pre-School Handicapped Children: A Review

CONDUCTED BY: Ohio State University

STUDY DESCRIPTION: Survey of research literature.

PERIOD OF DATA COLLECTION: September, 1979 to September, 1980

REPORT TITLE-AVAILABILITY: Effects of Early Intervention on Pre-School Handicapped Children: A Review

CONTACT FOR FURTHER INFORMATION:

S.J. Bonham, Jr., Director
Ohio Division of Special Education
933 High Street
Worthington, Ohio 43085
614/466-2650

STUDY TITLE: Education Programs for Handicapped Preschool Children in Kansas

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: This study was conducted to determine the longitudinal effects of preschool intervention programs in Kansas and the cost effectiveness of preschool programs in terms of decreased costs in social service support programs.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Report not available

CONTACT FOR FURTHER INFORMATION:
Phyllis M. Ellis
Education Program Specialist
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
913/296-3866

STUDY TITLE: Illinois Early Childhood Implementation Plan

CONDUCTED BY: Illinois State Board of Education, with a subcontract to Southern Illinois University School of Medicine

STUDY DESCRIPTION: The purpose of this study was to design an interagency coordinated effort to serve the 0-5 year old handicapped population and to investigate the feasibility of a child tracking system.

PERIOD OF DATA COLLECTION: July, 1979 to September, 1980

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:

Julie Carter, Education Specialist
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
217/782-6601

STUDY TITLE: A Survey for California of Model Programs Serving Handicapped Infants and Preschool Children

CONDUCTED BY: Human Resources Research Organization (for the California State Department of Education)

STUDY DESCRIPTION: During the past decade there has been a significant increase nationwide in the number of programs serving handicapped infants and preschool children. Information concerning these programs is needed by state and local educators in the selection of models consistent with local needs and state requirements. The purpose of this study was to gather information identifying and describing model infant and preschool programs for the handicapped. The information obtained was assembled for use by education decision-makers to assist them in selecting model programs or program components for adoption/adaptation by local education agencies, i.e., programs that comply with regulations and have the potential to meet the needs of local education agencies. Data for this study were obtained from 142 programs nationwide.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: A Survey for California of Model Programs Serving Handicapped Infants and Preschool Children

CONTACT FOR FURTHER INFORMATION:
John E. Taylor, Project Director
Human Resources Research Organization
27857 Berwick Drive
Carmel, California 93921
408/625-1347

STUDY TITLE: A Working Paper on Baseline Information on Early Intervention Programs

CONDUCTED BY: Planning Associates (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this study is to examine the existing infant and preschool programs funded by the State of California and to develop baseline data on the cost and effectiveness of these programs by type, program setup, age span, and various handicapping conditions. It is also seeking information on class size, teacher qualifications, service delivery strategies, program components, and other issues as may be necessary to help the state formulate appropriate policy for program quality. In addition, the study is attempting to identify existing evaluation results which would supplement the cost/effectiveness data noted above and identify issues and problems of the existing programs related to funding and program quality, and is seeking solutions to these problems.

PERIOD OF DATA COLLECTION: November, 1980 to April, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:
Stephanie C. Twomey
Planning Associates
2011 Canal Street, Suite 4
Merced, California 95340
209/383-0820

STUDY TITLE: A Discrepancy Evaluation of Preschool Projects Designed for Pupils with Handicapping Conditions

CONDUCTED BY: New York State Education Department

STUDY DESCRIPTION: The purpose of this project is to determine whether a sample of preschool projects designed for handicapped children ages birth to five, funded under EHA Part B, were implemented in congruence with the plan put forth in the application. Resources, entry level and exit level behaviors, and instructional strategies are being reviewed. An achievement analysis that correlates selected independent variables with dependent variables (measures of language development, cognitive readiness, adaptive skills and motor skills) is being used in addition to the Provus type of discrepancy analysis.

PERIOD OF DATA COLLECTION: March, 1981 to June 1981

REPORT TITLE - AVAILABILITY: Report scheduled for completion - September 30, 1981

CONTACT FOR FURTHER INFORMATION:
Louis Grumet, Assistant Commissioner
Office of Education for Children
with Handicapping Conditions
New York State Education Department
Room 1073 EBA
Albany, New York 12234
518/474-5548

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STUDY TITLE: Early Childhood Education for the Handicapped Special Study

CONDUCTED BY: Western Illinois University (for the Illinois State Board of Education)

STUDY DESCRIPTION: This study was designed to identify the state-of-the-art of and service delivery models in preschool special education in Illinois and to make recommendations for future development.

PERIOD OF DATA COLLECTION: October, 1979 to June, 1980

REPORT TITLE-AVAILABILITY: Executive Summary: Early Childhood Education for the Handicapped: Special Study

CONTACT FOR FURTHER INFORMATION:

Julie Carter, Education Specialist
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
217/782-6601

STUDY TITLE: Interactive Audiovisual Programming for Early Childhood Education

CONDUCTED BY: Arrowhead Area Education Agency #5, Iowa

STUDY DESCRIPTION: The purpose of this project is to study the feasibility of using an interactive learning wall with preschool handicapped students. The learning wall, a hard surface on which learning materials are rear-screen projected, provides students an opportunity to "interact" with life-size images. Interaction includes pointing, drawing, using stick-on pieces, or imitating into the screen as a mirror. Besides setting up the hardware and training teachers in its use, an important aspect of the project is developing the curriculum materials with which students interact.

PERIOD OF DATA COLLECTION: July, 1979 to June, 1980 (project is on-going)

REPORT TITLE-AVAILABILITY: Title IV-C Summary Report

CONTACT FOR FURTHER INFORMATION:
Rick Maehl
Instructional Design Consultant
Arrowhead Area Education Agency #5
Learning Resource Center
P.O. Box 1399
Fort Dodge, Iowa 50501
515/576-4113

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STUDY TITLE: Count Your Kid In - Kansas--State Child Find Project

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: This study was conducted to examine the nature of the handicapping conditions of preschool children, the numbers and locations of preschool handicapped children, and the sources of referrals of preschool children.

PERIOD OF DATA COLLECTION: 1980 to 1981

REPORT TITLE-AVAILABILITY: Count Your Kid In - Kansas--State Child Find Project

CONTACT FOR FURTHER INFORMATION:

Betty Weithers
Coordinator of Special Education Administration
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
913/296-3866

STUDY TITLE: Verification of Procedures to Serve Handicapped Children

CONDUCTED BY: Applied Management Sciences
Silver Spring, Maryland
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study has two components--the Assessment component and the Secondary component. The Assessment component investigated three processes that influence the timeliness within which a school system conducts evaluations for students who have been identified as potentially handicapped--referral screening, case coordination, and quality control. The Secondary component was conducted in two phases. The first phase examined the class schedules of 458 handicapped students in 11 public high schools in two states for information concerning the number and type of handicapped students who received services, the type of coursework the students took, the extent to which they received services in integrated settings, and the extent to which they received services comparable to those of non-handicapped students. The second phase of the study involved the identification and documentation of promising strategies for serving secondary handicapped students. Strategies were grouped into the following topics: personnel utilization, special education, curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

PERIOD OF DATA COLLECTION: 1980 to 1981

REPORT TITLE-AVAILABILITY:

1. Verification of Procedures to Serve Handicapped Students: Secondary Component and Assessment Component; and 2. Onsight Insights

CONTACT FOR FURTHER INFORMATION: Applied Management Sciences
962 Wayne Avenue
Silver Spring, Maryland 20910
301/585-8181

STUDY TITLE: Study of Secondary Special Education Program Effectiveness

CONDUCTED BY: SRI International (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this study is to evaluate the effectiveness of secondary programs by initially clarifying their unique educational and social goals. By relating student goals to the program's method of delivering services and to parent, teacher, and student attitudes toward the program, this study is examining student needs as well as administrative organization. This study is focusing on the secondary Resource Specialist program because of the numerous options for adapting this program to different school environments and varied student needs.

PERIOD OF DATA COLLECTION: November, 1980 to May, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:

Spencer Floyd
SRI International
333 Ravenswood Avenue
Menlo Park, California 94025
415/326-6200

STUDY TITLE: Special Teens and Parents: Study of P.L. 94-142's Impact

CONDUCTED BY: Abt Associates Inc.
Washington, D.C.
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study examined the impact of P.L. 94-142 on secondary learning disabled students and their families. For four requirements of the law-protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards, the study investigated (a) how the requirements were implemented by the secondary school special education program, (b) the impact of the school program and practices on the students, and (c) the implications of the experiences of the students for those concerned with the education of learning disabled adolescents.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Special Teens and Parents: Study of the Impact of PL 94-142 on Learning Disabled Adolescents

CONTACT FOR FURTHER INFORMATION: Abt Associates Inc.
1521 New Hampshire Avenue, N.W.
Washington, D.C. 20036
202/466-4343

STUDY TITLE: Computerized IEPs for Secondary Level Special Education Students in Work Study Programs

CONDUCTED BY: Darlington County Schools, South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, this study is examining the problems involved in developing computerized IEPs for secondary level special education students who participate in work study programs.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:

Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Initial Evaluation of Secondary Programming for Handicapped Students

CONDUCTED BY: Houston Independent School District, Texas

STUDY DESCRIPTION: This study is being conducted to determine the status of implementation of the new secondary special education program during the first year of district-wide dissemination.

PERIOD OF DATA COLLECTION: November, 1980 to May, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:

Mickel Brightman
Research Associate
Houston Independent School District
3830 Richmond
Houston, Texas 77027
713/623-5201

STUDY TITLE: Pre-vocational/Vocational Needs of Deaf-Blind Youths

CONDUCTED BY: South Carolina Department of Education with support from South Atlantic Regional Center for Services to Deaf-Blind Children

STUDY DESCRIPTION: This study was conducted to serve as a stimulus for long-range planning for the development of prevocational/vocational services and programs for deaf-blind youth.

PERIOD OF DATA COLLECTION: June, 1978

REPORT TITLE-AVAILABILITY: Pre-Vocational/Vocational Needs of Deaf-Blind Youths

CONTACT FOR FURTHER INFORMATION:

Beth M. Marcum
Consultant for Legislative Affairs
State Department of Education
Office of Programs for the Handicapped
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Increasing the Capabilities and Vocational Opportunities of the Handicapped

CONDUCTED BY: California State University (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this study was to determine if severely physically handicapped students could be assessed for assistive device systems which would enhance their academic and vocational potential. It was found that not only were such assessments possible but that timely acquisition of such device systems could yield extremely favorable cost/benefit ratios.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Increasing the Capabilities and Vocational Opportunities of the Handicapped

CONTACT FOR FURTHER INFORMATION:

Lawrence S. Meyers
Foundation of California State University
6000 J Street
Sacramento, California 95819
916/454-6422

STUDY TITLE: Experience Based Career Education (EBCE) for Mentally Retarded, Learning Disabled, Emotionally Disabled and Chronically Disabled

CONDUCTED BY: Iowa Department of Public Instruction

STUDY DESCRIPTION: This study is being conducted to determine if experiential learning through community exploration improves academic skill learning and facilitates growth in career development for the disabled student.

PERIOD OF DATA COLLECTION: 1978 to 1983

REPORT TITLE-AVAILABILITY:

1. Research Study of Experience Based Career Education for LD Students
2. Research Study of Experience Based Career Education for MD Students (final report scheduled for completion in 1983; interim reports available)

CONTACT FOR FURTHER INFORMATION:

Merry Maitre, Consultant
Career/Vocational Education for Handicapped
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

STUDY TITLE: Special Education Training Needs of Vocational Teachers

CONDUCTED BY: Santa Barbara Applied Research, Inc. (for the California State Department of Education)

STUDY DESCRIPTION: Although the literature recognizes that vocational education to meet their specific needs is particularly important for handicapped students whose career options are ordinarily more limited than those of other students, there appear to be no previous studies with the specific objective of determining the training needs of vocational teachers in relation to handicapped students. Increasingly, regular vocational teachers find themselves dealing with handicapped students in their classes, yet few of these teachers have had any specific training to prepare them for meeting the needs of such students. This survey is assessing the training, experience, and attitudes of vocational teachers in relation to special education and identifying those areas in which the teachers feel a need for additional training. The information obtained will provide much needed direction for the development of future in-service training programs.

PERIOD OF DATA COLLECTION: November, 1980 to June, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:
Dr. John M. Ryan
Santa Barbara Applied Research, Inc.
5266 Hollister Avenue, B-255
Santa Barbara, California 93111
805/967-1422

STUDY TITLE: An Analysis of Criteria and Systems for Identifying Disadvantaged and Handicapped Vocational Students in Illinois Public Schools

CONDUCTED BY: University of Illinois at Urbana-Champaign

STUDY DESCRIPTION: The purpose of this study was to analyze the criteria and assessment procedures used to identify handicapped and disadvantaged students within local education agencies in Illinois that operate secondary and/or post-secondary programs.

PERIOD OF DATA COLLECTION: June, 1979 to August, 1979

REPORT TITLE-AVAILABILITY: An Analysis of Criteria and Systems for Identifying Disadvantaged and Handicapped Vocational Students in Illinois Public Schools

CONTACT FOR FURTHER INFORMATION:

Richard Donald Cheaney Jr., Ed.D.
Work Experience Career Exploration Coordinator
Springfield School District #186
101 South Lewis
Springfield High School
Springfield, Illinois 62704
217/525-3121

EDUCATION PROGRAMS: Vocational Education

STUDY TITLE: Initiatives Planned by the South Carolina Department of Education for the Provision of Vocational Education to Handicapped Pupils

CONDUCTED BY: South Carolina Department of Education

STUDY DESCRIPTION: This study was conducted to identify problems in providing vocational education to handicapped pupils in the state of South Carolina.

PERIOD OF DATA COLLECTION: May, 1979 to September, 1979

REPORT TITLE-AVAILABILITY: Briefing Paper - Initiatives Planned by the South Carolina Department of Education for the Provision of Vocational Education to Handicapped Pupils

CONTACT FOR FURTHER INFORMATION:

Betty B. Brown, Consultant
Personnel Preparation
State Department of Education
Office of Programs for the Handicapped
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

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STUDY TITLE: Increasing the Capabilities and Vocational Opportunities of the Handicapped

CONDUCTED BY: California State University (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this study was to determine if severely physically handicapped students could be assessed for assistive device systems which would enhance their academic and vocational potential. It was found that not only were such assessments possible but that timely acquisition of such device systems could yield extremely favorable cost/benefit ratios.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Increasing the Capabilities and Vocational Opportunities of the Handicapped

CONTACT FOR FURTHER INFORMATION:

Lawrence S. Meyers
Foundation of California State University
6000 J Street
Sacramento, California 95819
916/454-6422

STUDY TITLE: Identification and Validation of Criteria Used for Determining the Best Training Setting for Persons with Handicaps

CONDUCTED BY: Bureau of Educational Research, University of Illinois (for the Illinois State Board of Education)

STUDY DESCRIPTION: This study compared the criteria used by site authorities to those identified by handicapped persons in selecting training sites for persons with handicapping conditions.

PERIOD OF DATA COLLECTION: November, 1979 to December, 1979

REPORT TITLE-AVAILABILITY: Identification and Validation of Criteria Used for Determining the Best Training Setting for Persons with Handicaps

CONTACT FOR FURTHER INFORMATION:

Rupert Evans
Department of Vocational and Technical Education
345 Educational Building
University of Illinois
Champaign, Illinois 61820
217/333-0807

STUDY TITLE: An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children

CONDUCTED BY: Council for Exceptional Children
Reston, Virginia
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to determine the extent to which state policies either (a) provided for services to children with disabilities other than those provided for under P.L. 94-142, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

PERIOD OF DATA COLLECTION: 1977

REPORT TITLE-AVAILABILITY: Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children

CONTACT FOR FURTHER INFORMATION: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
703/620-3660

EXTENDED SCHOOL YEAR

STUDY TITLE: An Analysis of Educational Efficiency and Legal Requirements Based Upon the Case of Armstrong vs. Klein: Related Research Findings of Extended School Year Programming for Severely Handicapped Children

CONDUCTED BY: Ohio State University

STUDY DESCRIPTION: Survey of research literature

PERIOD OF DATA COLLECTION: September, 1979 to September, 1980

REPORT TITLE-AVAILABILITY: An Analysis of Educational Efficiency and Legal Requirements Based Upon the Case of Armstrong vs. Klein: Related Research Findings of Extended School Year Programming for Severely Handicapped Children

CONTACT FOR FURTHER INFORMATION:

S.J. Bonham, Jr., Director
Ohio Division of Special Education
933 High Street
Worthington, Ohio 43085
614/466-2650

STUDY TITLE: Extended School Year

CONDUCTED BY: Calhoun County Schools,
South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, this project is examining problems in providing an extended school year program to handicapped children. Student regression is being studied as a portion of the study. Preliminary data suggest that a point system may be an effective method to aid in determining which students may be eligible for participation in an extended school year program.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:
Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Special Education Financial and Program Policies

CONDUCTED BY: The Rand Corporation
Santa Monica, California
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The overall objective of this study is to provide information and analysis that will improve decision-making for special education programming and finance. Three major objectives of this study are (1) to improve decision-making in special education finance by projecting the expenditures required to provide special education to all handicapped children; (2) to improve decision-making on special education finance by analyzing and evaluating current and alternative state formulas for allocating and distributing special education funds; and (3) to analyze local and state variations in a) size and characteristics of handicapped populations served, b) the special education programming provided, and c) the cost of those programs with a new understanding of what policies might be effective in positively influencing these three factors.

PERIOD OF DATA COLLECTION: 1979

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION: James S. Kakalik
The Rand Corporation
1700 Main Street
Santa Monica, California 90406
213/393-0411

STUDY TITLE: Cost of Special Education

CONDUCTED BY: The Rand Corporation
Santa Monica, California
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this project was to study the cost of special education. This cost data collection, modeling, and analysis effort was designed to improve decision-making in special education programming and finance by providing accurate and current information on the cost of providing alternative types of programming arrangements for children with various exceptional physical and mental characteristics. This study will also produce improved cost analysis methods for use by education agency personnel and others concerned with financing and administering special education programs.

PERIOD OF DATA COLLECTION: 1977-80

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION:
James S. Kakalik
The Rand Corporation
1700 Main Street
Santa Monica, California 90406
213/393-0411

STUDY TITLE: Projecting Special Education Costs

CONDUCTED BY: Institute for Research on Educational Finance and Governance, Stanford University

STUDY DESCRIPTION: This study provides data from 28 states on cost estimates and projections of future costs with a computer application to simulate cost estimates for a local education agency.

PERIOD OF DATA COLLECTION: 1976 to 1980

REPORT TITLE-AVAILABILITY: Projecting Special Education Costs

CONTACT FOR FURTHER INFORMATION:
William T. Hartman
Institute for Research on Education,
Finance and Governance
School of Education
Stanford University
Palo Alto, California

STUDY TITLE: Analysis of State and Local Implementation Efforts

CONDUCTED BY: Newtek Corporation
Reston, Virginia
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study was designed to provide information on the budgetary factors at the state and local levels that effect the implementation of P.L. 94-142. The study investigated the special education budgetary process at the state level, and examined in detail budgetary processes in four local education agencies selected on the basis of demography. A guidebook was produced describing the federal funding process for P.L. 94-142 as well as state and local special education funding processes.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: Education Finance and the Handicapped Child: Case Studies on the Implementation of PL 94-142

CONTACT FOR FURTHER INFORMATION: Newtek Corporation
1612 Chimney House Road
Reston, Virginia 22090
703/471-7566

FINANCE/COST

STUDY TITLE: Cost of Special Education Programs in California

CONDUCTED BY: Decision Development Corporation (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this study was to provide clarification of information from existing studies and reports on the cost of special education in California. The study identified and analyzed several major issues related to cost including: sources of revenue, levels of service, effectiveness, and staffing. A major focus of the study was a comparative analysis of Master Plan and non-Master Plan funding models and delivery systems in terms of variation in levels of service, degree of service, revenue and expenditures, number of pupils served, and regulatory provisions.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE - AVAILABILITY: Cost of Special Education Programs in California

CONTACT FOR FURTHER INFORMATION: Dick Keefe, Principal Investigator
Decision Development Corporation
P.O. Box 422
Davis, California 95616
916/753-5969

STUDY TITLE: The Cost of Special Education Due Process Fair Hearings and Appeals in California

CONDUCTED BY: Decision Development Corporation (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this descriptive study was to document the costs of due process hearings in special education to parents, local education agencies, and the state government. In addition to summarizing total costs, the study analyzed the issues prompting fair hearings, the distribution of cost elements, and the comparative costs of panel hearings, officer-conducted hearings, and state administrative appeals. Policy implications were discussed and recommendations made for reducing fair hearing costs and for improving the recording and dissemination of information on hearing costs.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: The Cost of Special Education Due Process Fair Hearings and Appeals in California

CONTACT FOR FURTHER INFORMATION:
Gerald P. Peterson
Decision Development Corporation
P.O. Box 422
Davis, California 95616
916/753-5969

STUDY TITLE: Report to the Legislature: Committee to Devise an Excess Cost Funding Formula for the Education of Children with Exceptional Educational Needs

CONDUCTED BY: Wisconsin Department of Public Instruction in conjunction with the Department of Administration, Legislative Fiscal Bureau, the Committee of School District Representatives, and University of Wisconsin

STUDY DESCRIPTION: The State of Wisconsin biennial budget act of 1977 directed the Department of Public Instruction and the other agencies listed above to develop an excess cost formula for distribution of state aid for children with exceptional educational needs. This resulted from concern over the rapidly rising cost of providing services to handicapped children (following the implementation of state handicapped law, Subchapter IV, Chapter 115, Wis. Stats.) based upon the state's 70 percent categorical reimbursement of exceptional education programs, the possible impact of federal funding under P.L. 94-142, and the need to provide equal educational opportunities to both handicapped and nonhandicapped children. The study completed by the committee presented a workable formula for calculating excess cost.

PERIOD OF DATA COLLECTION: September, 1977 to May, 1978

REPORT TITLE-AVAILABILITY: Report to the Legislature: Committee to Devise an Excess Cost Funding Formula for the Education of Children with Exceptional Educational Needs (May 1978)

CONTACT FOR FURTHER INFORMATION:
Dr. Kenneth Blessing, Director
Bureau for Exceptional Children
Department of Public Instruction
126 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707
608/266-1781

STUDY TITLE: State of Wisconsin - Report on Handicapped Education Financing (October, 1980)

CONDUCTED BY: Department of Public Instruction, Department of Administration, and Legislative Fiscal Bureau, Wisconsin

STUDY DESCRIPTION: The State Legislature directed the three agencies named above to prepare a report on the current 70 percent categorical aid formula and to make recommendations for possible changes in this formula. The impetus for this study came from the legislature's concerns over the rising costs of handicapped education programs, the impact of federal funding, and equalized support for handicapped and nonhandicapped children. As a result of this study it was concluded that the Department of Public Instruction should establish an ongoing computerized data system for handicapped education information, conduct an analysis of available data to formulate policy recommendations which could form the basis of an alternative handicapped education funding formula, and develop strategies for immediately lowering the state aid appropriation for handicapped education programs. Specific recommendations included: (a) setting the maximum handicapped aid at a given percentage of total state aids and mandating that state categorical aid not exceed 70 percent of aidable cost; or (b) reducing the percentage reimbursement level from 70% of aidable cost; or (c) freezing the handicapped appropriation level at the 1980-81 appropriation or some specific dollar level and, consequently, prorating or not fully funding the current formula.

PERIOD OF DATA COLLECTION: 1972-73 to 1979-80

REPORT TITLE-AVAILABILITY: State of Wisconsin - Report on Handicapped Education Financing (October, 1980)

CONTACT FOR FURTHER INFORMATION:

Dr. Kenneth Blessing, Director
Bureau for Exceptional Children
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707
608/266-1781

FUTURE TRENDS

STUDY TITLE: Identification of Future Trends in the Provision of Services to Handicapped Students

CONDUCTED BY: Newtek Corporation
Reston, Virginia
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This project was designed to provide information on potential future changes in the areas of values, economics, social institutions, technology, and medicine that may affect the provision of services to handicapped children. In 1978, Newtek Corporation held a conference with experts in the five areas who discussed the trends in their areas and the implications of those trends for the handicapped with panel members representing various aspects of services to the handicapped. Although in many cases the projected trends were too speculative to guide policymaking, the conference highlighted some potentially important trends that policymakers should be aware of.

PERIOD OF DATA COLLECTION: 1978

REPORT TITLE-AVAILABILITY: Exploration 1993: The Effects of Future Trends on Services to the Handicapped in Focus on Exceptional Children, Vol. 11, No. 3, May, 1979.

CONTACT FOR FURTHER INFORMATION: Newtek Corporation
1612 Chimney House Road
Reston, Virginia 22090
703/471-7566

STUDY TITLE: Neuropsychological, Learning and Developmental Characteristics of the Sighted, Visually Impaired Child

CONDUCTED BY: Pittsburgh City Schools (for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to examine the efficacy of current models of educating the visually impaired by studying 50 visually impaired children over an eighteen month period to determine learning characteristics. This study is unique in that it is one of the first to examine the neurological variables of the low vision population and the documented learning disabilities of these children.

PERIOD OF DATA COLLECTION: September, 1979 to December, 1980

REPORT TITLE-AVAILABILITY: Neuropsychological, Learning and Developmental Characteristics of the Sighted, Visually Impaired Child

CONTACT FOR FURTHER INFORMATION:

Dr. Kathy Daugherty
Division for Exceptional Children
Pittsburgh City Schools
Room 5, Moringside School
Pittsburgh, PA 15206
412/665-4975
412/362-6768

OR

Dr. Michael Moran
Psychological Specialists, Inc.
Lawyers Building
Forbes and Grant Streets
Pittsburgh, PA 15219
412/281-1320

STUDY TITLE: Follow-Up Study of the Visually Impaired 1976 (Monograph No. 5--Monograph Series Program Accountability in Special Education)

CONDUCTED BY: Wisconsin Department of Public Instruction

STUDY DESCRIPTION: The purpose of this study was to provide feedback to education and rehabilitation personnel on those aspects of their programs which appear to have a positive effect on the adaptation of the visually impaired and should, therefore, be strengthened, and on those aspects which appear to be benefitting the person least and should, therefore, be modified or eliminated.

PERIOD OF DATA COLLECTION: 1974 to 1976

REPORT TITLE-AVAILABILITY: Follow-up Study of the Visually Impaired 1976 (Monograph No. 5)

CONTACT FOR FURTHER INFORMATION:

John J. Cook
Research and Evaluation Specialist
Wisconsin Department of Public Instruction
P.O. Box 7841
125 South Webster Street
Madison, Wisconsin 53707
608/266-3374

STUDY TITLE: Inservice Training for Teachers of Visually Handicapped Students

CONDUCTED BY: Prairie Street School (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this study was to determine the effects of an inservice training program for resource and itinerant teachers on: (1) skills of regular classroom teachers in meeting needs of visually handicapped students enrolled in their classes; and (2) supportive services provided to classroom teachers by resource and itinerant teachers. Hypotheses were tested concerning differences between experimental and control groups related to: (a) classroom teacher skills in meeting needs of visually handicapped students (measured by classroom teacher self-evaluation); (b) supportive services provided by resource and itinerant teachers (evaluated by classroom teachers); (c) supportive services provided by resource and itinerant teachers (measured by resource and itinerant teacher self-evaluation); and (d) factual knowledge of resource and itinerant teachers (measured by objective tests administered to resource and itinerant teachers).

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: Inservice Training for Teachers of Visually Handicapped Students

CONTACT FOR FURTHER INFORMATION:

Joy Efron
Prairie Street School
17930 Prairie Street
Northridge, California 91325
213/886-1819

STUDY TITLE: Study and Plan for the Mission and Role of the Florida School for the Deaf and the Blind: A Report to the Florida Legislature

CONDUCTED BY: Associate Deputy Commissioner for Educational Planning, Budgeting and Evaluation, Florida Department of Education

STUDY DESCRIPTION: This study was conducted to identify the needs of and the programs and facilities for deaf, blind, and other handicapped children in the state. In addition, this study was designed to recommend the type of residential programs to be offered at the Florida School for the Deaf and the Blind and to recommend criteria for admission to the state residential school and for its year-round operation.

PERIOD OF DATA COLLECTION: November, 1979 to January, 1980

REPORT TITLE-AVAILABILITY: Study and Plan for the Mission and Role of the Florida School for the Deaf and the Blind: A Report to Florida Legislature

CONTACT FOR FURTHER INFORMATION:

Dr. Link Jarrett
Associate for Policy Analysis, Educational Planning, Budgeting and Evaluation
Department of Education
Knott Building
Tallahassee, Florida 32301
904/488-6303

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STUDY TITLE: Kansas Deaf-Blind Follow-up Study

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: This study was conducted to determine the current status of deaf-blind persons who are no longer in a Kansas educational program to assess the strengths and weaknesses of deaf-blind educational programs in the state.

PERIOD OF DATA COLLECTION: 1965 to 1979

REPORT TITLE-AVAILABILITY: Report not produced

CONTACT FOR FURTHER INFORMATION:

Rhonda Eye, Outreach Specialist
Deaf-Blind Programs
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
913/296-3866

STUDY TITLE: Pre-vocational/Vocational Needs of Deaf-Blind Youths

CONDUCTED BY: South Carolina Department of Education with support from South Atlantic Regional Center for Services to Deaf-Blind Children

STUDY DESCRIPTION: This study was conducted to serve as a stimulus for long-range planning for the development of prevocational/vocational services and programs for deaf-blind youth.

PERIOD OF DATA COLLECTION: June, 1978

REPORT TITLE-AVAILABILITY: Pre-Vocational/Vocational Needs of Deaf-Blind Youths

CONTACT FOR FURTHER INFORMATION:

Beth M. Marcum
Consultant for Legislative Affairs
State Department of Education
Office of Programs for the Handicapped
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

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STUDY TITLE: Study and Plan for the Mission and Role of the Florida School for the Deaf and the Blind: A Report to the Florida Legislature

CONDUCTED BY: Associate Deputy Commissioner for Educational Planning, Budgeting and Evaluation, Florida Department of Education

STUDY DESCRIPTION: This study was conducted to identify the needs of and the programs and facilities for deaf, blind, and other handicapped children in the state. In addition, this study was designed to recommend the type of residential programs to be offered at the Florida School for the Deaf and the Blind and to recommend criteria for admission to the state residential school and for its year-round operation.

PERIOD OF DATA COLLECTION: November, 1979 to January, 1980

REPORT TITLE-AVAILABILITY: Study and Plan for the Mission and Role of the Florida School for the Deaf and the Blind: A Report to Florida Legislature

CONTACT FOR FURTHER INFORMATION:

Dr. Link Jarrett
Associate for Policy Analysis, Educational Planning, Budgeting and Evaluation
Department of Education
Knott Building
Tallahassee, Florida 32301
904/488-6303

HANDICAPPING CONDITIONS: Deaf/Hearing Impaired

STUDY TITLE: Hearing Impaired Survey (HIS) 1974 (Monograph No. 3--Monograph Series Program Accountability in Special Education)

CONDUCTED BY: Wisconsin Department of Public Instruction

STUDY DESCRIPTION: The present follow-up study of adult hearing impaired graduates of state funded programs was undertaken at the request of the State Superintendent and the Deaf Advisory Committee in an attempt to provide information regarding the adequacy of the programs as seen by recent graduates of these programs. The position taken in this study is that past efforts in deaf education have been variable. Currently needed are efforts to strengthen those aspects of programs which have benefitted children in the past and to modify or phase out those program components which have been less beneficial.

PERIOD OF DATA COLLECTION: 1972 to 1974

REPORT TITLE-AVAILABILITY: Hearing Impaired Survey 1974 (Monograph No. 3)

CONTACT FOR FURTHER INFORMATION:

John J. Cook
Research and Evaluation Specialist
Wisconsin Department of Public Instruction
P.O. Box 7841
125 South Webster Street
Madison, Wisconsis 53707
608/266-3374

STUDY TITLE: Department of Mental Health and Developmental Disabilities Task Force on Mental Health Services for Hearing Impaired Children and Youth

CONDUCTED BY: Department of Mental Health and Developmental Disabilities and the Institute for Juvenile Justice, Illinois

STUDY DESCRIPTION: The purposes of this study were 1) to conduct a needs assessment of those children considered mentally ill or severely emotionally disturbed hearing impaired who are identifiable within the service systems of the code departments and who may be in need of appropriate mental health services; 2) to share information on available resources to meet the needs of this population; and 3) to develop a report for the Associate Director of the Department of Mental Health and Developmental Disabilities addressing the kind of program planning necessary to respond to the needs of the identified population.

PERIOD OF DATA COLLECTION: April, 1980 to March, 1981

REPORT TITLE-AVAILABILITY: Department of Mental Health and Developmental Disabilities Task Force on Mental Health Services for Hearing Impaired Children and Youth

CONTACT FOR FURTHER INFORMATION:
Lorene Cameron
Department of Mental Health
and Developmental Disabilities
Room 1500
160 North Lasalle Street
Chicago, Illinois 60601

STUDY TITLE: Family and Behavior Characteristics of BD (Behaviorally Disturbed) Students

CONDUCTED BY: Northwest Suburban Special Education Organization, Illinois

STUDY DESCRIPTION: The purpose of this study was to determine the types of family constellations and outward behavioral characteristics of elementary age students classified as behaviorally disturbed.

PERIOD OF DATA COLLECTION: November, 1980 to February, 1981

REPORT TITLE-AVAILABILITY: Family and Behavior Characteristics of BD Students

CONTACT FOR FURTHER INFORMATION:

Pamela Gillet, Executive Director
Northwest Suburban Special Education Organization
500 S. Plum Grove Road
Palatine, Illinois 60067
312/359-2110

STUDY TITLE: Study of the Need for Educational Centers for Emotionally Disturbed Students in Florida

CONDUCTED BY: Florida State Department of Education

STUDY DESCRIPTION: This study was conducted in response to LEAs' concerns that residential services for severely emotionally disturbed students were inadequate. The recommendations of this study have resulted in proposed legislation to establish a multi-agency network of educational centers for severely emotionally disturbed students in Florida.

PERIOD OF DATA COLLECTION: January to March, 1981

REPORT TITLE-AVAILABILITY:

1. Report of the Study to Determine the Need for Educational Centers for Emotionally Disturbed Students
2. Executive Summary of the Report of the Study to Determine the Need for Educational Centers for Emotionally Disturbed Students

CONTACT FOR FURTHER INFORMATION:

Diana J. Wells, Consultant
Emotionally Disturbed
Department of Education
Knott Building/BEES
Tallahassee, Florida 32301
904/488-3103

STUDY TITLE: Iowa Study Preliminary Report: Reintegration of Emotionally Disabled Pupils (1979)

CONDUCTED BY: Iowa Department of Public Instruction

STUDY DESCRIPTION: The purpose of this study was to examine the rate of return from special to regular education by students identified as emotionally disabled.

PERIOD OF DATA COLLECTION: April, 1978 to May, 1978

REPORT TITLE-AVAILABILITY: Iowa Study Preliminary Report: Reintegration of Emotionally Disabled Pupils (1979)

CONTACT FOR FURTHER INFORMATION:

Carl R. Smith, Consultant
Emotional Disabilities
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

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STUDY TITLE: Reintegration Practices for Behavior Disordered Children in Three Midwestern States (1980)

CONDUCTED BY: Iowa Department of Public Instruction,
University of Nebraska, and
Kansas State University

STUDY DESCRIPTION: This study examined data obtained from teachers in three states (Iowa, Nebraska, and Kansas) regarding reintegration of behaviorally disordered students.

PERIOD OF DATA COLLECTION: October, 1979 to December, 1979

REPORT TITLE-AVAILABILITY: Reintegration Practices for Behavior Disordered Children in Three Midwestern States (1980)

CONTACT FOR FURTHER INFORMATION:

Carl R. Smith, Consultant
Emotional Disabilities
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

STUDY TITLE: A Study of Successful Outcomes in the Categorical Learning Disabilities Programs

CONDUCTED BY: Frank Porter Graham Child Development Center, University of North Carolina

STUDY DESCRIPTION: This is a description of categorical learning disabilities programs as a follow-up study begun in 1973-74. It describes the methods/results of the analysis of successful/unsuccessful cases, the analysis of materials/methods, and a prospectus for needed research/evaluation.

PERIOD OF DATA COLLECTION: 1975

REPORT TITLE-AVAILABILITY: A Study of Successful Outcomes in the Categorical Learning Disabilities Programs

CONTACT FOR FURTHER INFORMATION:

Frank Porter Graham Child Development Center
University of North Carolina
500 NCNB Plaza
Chapel Hill, North Carolina 27514
919/962-2001

STUDY TITLE: Special Teens and Parents: Study of P.L. 94-142's Impact

CONDUCTED BY: Abt Associates Inc.
Washington, D.C.
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study examined the impact of P.L. 94-142 on secondary learning disabled students and their families. For four requirements of the law-protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards, the study investigated (a) how the requirements were implemented by the secondary school special education program, (b) the impact of the school program and practices on the students, and (c) the implications of the experiences of the students for those concerned with the education of learning disabled adolescents.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Special Teens and Parents: Study of the Impact of PL 94-142 on Learning Disabled Adolescents

CONTACT FOR FURTHER INFORMATION: Abt Associates Inc.
1521 New Hampshire Avenue, N.W.
Washington, D.C. 20036
202/466-4343

STUDY TITLE: Evaluation of the Identification of Perceptual-Communicative Disorders (Learning Disabilities) in Colorado

CONDUCTED BY: Laboratory of Education Research, University of Colorado

STUDY DESCRIPTION: This study was conducted to evaluate the procedures used in and the results of the identification of learning disabled students.

PERIOD OF DATA COLLECTION: Data collection completed in February, 1981

REPORT TITLE-AVAILABILITY: Evaluation of the Identification of Perceptual Communicative Disorders in Colorado: Final Report

CONTACT FOR FURTHER INFORMATION:

Dr. Lorrie Shepard
Dr. Mary Lee Smith
Laboratory of Educational Research
University of Colorado
Boulder, Colorado

OR

Dr. Peter S. Fanning
Executive Director
Special Education
Colorado Department of Education
201 E. Colfax
Denver, Colorado 80293
303/866-2727

STUDY TITLE: Learning Disabilities Criteria Project

CONDUCTED BY: Iowa Department of Public Instruction

STUDY DESCRIPTION: The purpose of this study is to investigate four procedures for determining the presence of a severe discrepancy between achievement and mental ability, and to assess the effects of the procedures on incidence and population characteristics. The four procedures being studied are: (a) grade/age level cut-off; (b) expectancy formula; (c) standard score comparison and (d) regressed standard score analysis. This study is being conducted as part of the Department's effort to rewrite the operational definition of learning disabilities.

PERIOD OF DATA COLLECTION: July, 1980 to December, 1981

REPORT TITLE-AVAILABILITY: Completion date not known at this time

CONTACT FOR FURTHER INFORMATION:

James H. Reese, Consultant
Learning Disabilities
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

STUDY TITLE: Assessing Learning Disabilities in Terms of Cultural Background

CONDUCTED BY: East Side Union High School District (for the California State Department of Education)

STUDY DESCRIPTION: This project was an intermediate step in the on-going development of a culture-fair model for assessing the learning and behavior problems of adolescents. In this model, diagnosis is re-centered from the traditional focus on variables assumed to lie within the youth to a focus on the youth as a person who is developing within a total "learning space." The learning space is defined as a set of interacting role-relations which include marital and ethnic status of the parents, sex-typing of the student and other family members, the student's ordinal place, and the father's occupation. Information, not only about the student but also about the specific cultural and social patterns being transmitted to the student, is thus systematically sought and evaluated.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Assessing Learning Disabilities in Terms of Cultural Background

CONTACT FOR FURTHER INFORMATION:
Helene F. Belz
Psychological Services Department
East Side Union High School District
830 N. Capitol Avenue
San Jose, California 95133
408/926-7500

STUDY TITLE: Supervisors and Workstudy Survey for EMR and LD Programs

CONDUCTED BY: Ohio Division of Special Education

STUDY DESCRIPTION: The purpose of this study was to collect data regarding the types and effectiveness of supervisory and workstudy services being provided in programs serving EMR and LD students in Ohio.

PERIOD OF DATA COLLECTION: September, 1979 to June, 1981

REPORT TITLE-AVAILABILITY: Supervisors and Workstudy Survey for EMR and LD Programs 1979-80

CONTACT FOR FURTHER INFORMATION:

Frank E. New, Assistant Director
Ohio Division of Special Education
933 High Street
Worthington, Ohio 43085
614/466-2652

HANDICAPPING CONDITIONS: Learning Disabled

STUDY TITLE: A Study of the Categorical Learning Disabilities Program in the North Carolina Schools

CONDUCTED BY: Frank Porter Graham Child Development Center, University of North Carolina

STUDY DESCRIPTION: This is a study of the State Department of Public Instruction's categorical learning disabilities program and its implications for children, teachers, and programs. The report contains a description of support services and selected program components and offers recommendations for training, programs, assessment, and communication.

PERIOD OF DATA COLLECTION: 1973 to 1974

REPORT TITLE-AVAILABILITY: A Study of the Categorical Learning Disabilities Program in the North Carolina Schools

CONTACT FOR FURTHER INFORMATION:

Frank Porter Graham Child Development Center
University of North Carolina
500 NCNB Plaza
Chapel Hill, North Carolina 27514
919/962-2001

STUDY TITLE: Appropriate Programs to Serve Children Exhibiting Low Incidence Handicapping Conditions

CONDUCTED BY: Greenwood School Districts 50, 51 and 52,
Laurens School Districts 55 and 56,
Edgefield School District, and
Abbeville School District,
South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, this project is studying various methods of providing appropriate programs to serve children exhibiting low incidence handicapping conditions.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:

Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

HANDICAPPING CONDITIONS: Low Incidence

STUDY TITLE: Providing a Continuum of Services to Children Exhibiting Low Incidence Handicapping Conditions and Streamlining Due Process Procedures

CONDUCTED BY: York School Districts 1, 2, 3, and 4, Lancaster County Schools, and Union County Schools, South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, this study is examining the problems of providing a continuum of services to children exhibiting low incidence handicapping conditions and of streamlining due process procedures.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion December, 198

CONTACT FOR FURTHER INFORMATION:

Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Initiatives for the Delivery of Special Education and Related Services to Low-Incidence Handicapped Pupils

CONDUCTED BY: South Carolina Department of Education

STUDY DESCRIPTION: This study was conducted to document concerns of school district personnel and specific problems encountered by school districts in identifying and serving children with low-incidence handicaps, and to provide strategies for the effective delivery of appropriate special education and related services to these children.

PERIOD OF DATA COLLECTION: July, 1976 to July 1980

REPORT TITLE-AVAILABILITY: Briefing Paper - Initiatives for the Delivery of Special Education and Related Services to Low-Incidence Handicapped Pupils

CONTACT FOR FURTHER INFORMATION:

Michael A. Lewis, Consultant
Hearing Handicapped
State Department of Education
Office of Programs for the Handicapped
310 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Planning an Appropriate School-Based Program for Profoundly Mentally Handicapped Students

CONDUCTED BY: Allendale County School District, South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, this project consists of a series of financial and facility studies to determine if profoundly mentally retarded students could be more efficiently and appropriately served in a school-based setting rather than in a child development center. The studies conducted to date appear to support the premise that the school district can serve these PMH students more appropriately and cost efficiently in a school-based program.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:

Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: The 1972 State of Wisconsin Educable Mentally Retarded Follow-Up Survey (Monograph No. 2--Monograph Series Program Accountability in Special Education)

CONDUCTED BY: Wisconsin Department of Public Instruction

STUDY DESCRIPTION: The purpose of this survey was to determine the sociocivic, economic, and employment status of educable mentally retarded adults who have been out of school from two to six years. In addition, this investigation assessed the status of those EMR adults who were not enrolled in special education programs but remained in the regular school program.

PERIOD OF DATA COLLECTION: 1970 to 1972

REPORT TITLE-AVAILABILITY: The 1972 State of Wisconsin Educable Mentally Retarded Follow-Up Survey (Monograph No. 2)

CONTACT FOR FURTHER INFORMATION:

John J. Cook
Research and Evaluation Specialist
Wisconsin Department of Public Instruction
P.O. Box 7841
125 South Webster Street
Madison, Wisconsin 53707
608/266-3374

STUDY TITLE: An Eleven Year Follow-up of Adult Former Students of Wisconsin Public School Classes for the Trainable Mentally Retarded 1972 (Monograph No. 1--Monograph Series Program Accountability in Special Education)

CONDUCTED BY: Wisconsin Department of Public Instruction

STUDY DESCRIPTION: The objective of this study was to obtain basic information on the total life situation of these moderately retarded adults, including such areas as incidence of institutionalization, extent of adult program involvement, health problems, achievement levels, degree of independence in life style, and, particularly, the adequacy of educational and adult service programs from the point of view of parents.

PERIOD OF DATA COLLECTION: 1970 to 1972

REPORT TITLE-AVAILABILITY: An Eleven Year Follow-up of Adult Former Students of Wisconsin Public School Classes for the Trainable Mentally Retarded (1972, Monograph No. 1)

CONTACT FOR FURTHER INFORMATION:

John J. Cook
Research and Evaluation Specialist
Wisconsin Department of Public Instruction
P.O. Box 7841
125 South Webster Street
Madison, Wisconsin 53707
608/266-3374

STUDY TITLE: A Five-Year Follow-Up of More Recent Enrollees of Wisconsin Public School Programs for the Trainable Mentally Retarded 1974 (Monograph No.4--Monograph Series Program Accountability in Special Education)

CONDUCTED BY: Wisconsin Department of Public Instruction

STUDY DESCRIPTION: The purpose of this project was to obtain basic information on the nature and quality of the life adjustment of these former students and from this information to assess the needs of and priority issues involved in serving the trainable mentally retarded.

PERIOD OF DATA COLLECTION: 1972 to 1974

REPORT TITLE-AVAILABILITY: A Five-Year Follow-Up of More Recent Enrollees of Wisconsin Public School Programs for the Trainable Mentally Retarded 1974 (Monograph No. 4)

CONTACT FOR FURTHER INFORMATION:

John J. Cook
Research and Evaluation Specialist
Wisconsin Department of Public Instruction
P.O. Box 7841
125 South Webster Street
Madison, Wisconsin 53707
608/266-3374

HANDICAPPING CONDITIONS: Mentally Retarded

STUDY TITLE: Supervisors and Workstudy Survey for EMR and LD Programs

CONDUCTED BY: Ohio Division of Special Education

STUDY DESCRIPTION: The purpose of this study was to collect data regarding the types and effectiveness of supervisory and workstudy services being provided in programs serving EMR and LD students in Ohio.

PERIOD OF DATA COLLECTION: September, 1979 to June, 1981

REPORT TITLE-AVAILABILITY: Supervisors and Workstudy Survey for EMR and LD Programs 1979-80

CONTACT FOR FURTHER INFORMATION:

Frank E. New, Assistant Director
Ohio Division of Special Education
933 High Street
Worthington, Ohio 43085
614/466-2652

STUDY TITLE: Iowa Task Force on Adaptive Behavior

CONDUCTED BY: Iowa Department of Public Instruction

STUDY DESCRIPTION: This project was undertaken for the purpose of finding legal and professionally acceptable options for assessing the adaptive behavior of mildly retarded children.

PERIOD OF DATA COLLECTION: October, 1979 to December, 1980

REPORT TITLE-AVAILABILITY: Assessment, Documentation, and Programming for Adaptive Behavior: An Iowa Task Force Report

CONTACT FOR FURTHER INFORMATION:

Laurence R. Sargent, Ed.D., Consultant
Mental Disabilities
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

HANDICAPPING CONDITIONS: Orthopedically Impaired

STUDY TITLE: Improving Teachers' Understanding of and Competencies for Mainstreaming Orthopedically Handicapped Students

CONDUCTED BY: Foundation for Individualized Evaluation and Research, Inc.

STUDY DESCRIPTION: This is a three-phase project designed to develop and demonstrate effective strategies for improving regular classroom teachers' understanding of orthopedic handicapping conditions and for developing and/or improving their competencies (as well as those of the special education teacher) in order to facilitate more effective integration of the orthopedically handicapped student into the regular classroom. A secondary goal of the project is to develop these strategies in a manner which will allow replication at minimal additional per pupil cost.

PERIOD OF DATA COLLECTION: August, 1981 to August, 1983

REPORT TITLE - AVAILABILITY: Report scheduled for completion - August, 1983

CONTACT FOR FURTHER INFORMATION:
Marvin Powell, President
Foundation for Individualized Evaluation
and Research, Inc.
248-1/2 East Lincoln Highway
DeKalb, Illinois 60115
815/756-3494

STUDY TITLE: Increasing the Capabilities and Vocational Opportunities of the Handicapped

CONDUCTED BY: California State University (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this study was to determine if severely physically handicapped students could be assessed for assistive device systems which would enhance their academic and vocational potential. It was found that not only were such assessments possible but that timely acquisition of such device systems could yield extremely favorable cost/benefit ratios.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Increasing the Capabilities and Vocational Opportunities of the Handicapped

CONTACT FOR FURTHER INFORMATION:
Lawrence S. Meyers
Foundation of California State University
6000 J Street
Sacramento, California 95819
916/454-6422

HANDICAPPING CONDITIONS: Orthopedically Impaired

STUDY TITLE: A Multi-Dimensional Comparison of the Social Adjustment of Mainstreamed Physically Handicapped High School Students and Non-Handicapped Classmates

CONDUCTED BY: Westside Community for Independent Living, Inc. (for the California State Department of Education)

STUDY DESCRIPTION: "Mainstreaming" has been championed as a highly desirable objective for students who are variously disabled. However, implementation has thus far been based more on faith than on empirical findings. This study is comparing the social adjustment of orthopedically handicapped, mainstreamed high school students with that of their non-orthopedically handicapped classmates. The study is attempting to answer questions such as: (1) do OH students differ from their regular education classmates in social behavior and acceptance; (2) what do participant observers, such as teachers and parents, say about the social functioning of OH youngsters in mainstreamed classes; and (3) how do OH mainstreaming "graduates" recall their experiences.

PERIOD OF DATA COLLECTION: November, 1980 to May, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:

Neil Jacobson
Westside Community for Independent Living, Inc.
11687 National Blvd.
Los Angeles, California 90064
213/473-8421

STUDY TITLE: Testing and Teaching Communicatively Handicapped Hispanic Children: The State-of-the-Art in 1980

CONDUCTED BY: Bloomsbury West, Inc. (for the the California State Department of Education)

STUDY DESCRIPTION: The project was designed to review the research and current practices related to teaching and testing limited and non-English speaking children from Spanish language backgrounds who are eligible for severe language handicap and language and speech special education services. A handbook developed in this project was designed to help language and speech professionals understand and begin to solve some of the problems school districts face in the education of handicapped children with limited English proficiency. This effort was intended as a first step in developing procedures and materials to meet the specifications of P.L. 94-142 and of California State Law.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Testing and Teaching Communicatively Handicapped Hispanic Children: The State-of-the-Art in 1980

CONTACT FOR FURTHER INFORMATION:
Heidi Dulay
Bloomsbury West, Inc.
1111 Market Street
San Francisco, California 94103
415/863-3343

STUDY TITLE: Study of Speech and Language Programs from 1953 - 1980

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: This study was conducted to (a) ascertain the number of students receiving speech and language services and types of services provided; (b) obtain data regarding B.A. and M.A. training institutions; and (c) obtain data regarding staff salary ranges.

PERIOD OF DATA COLLECTION: 1953 to 1980

REPORT TITLE-AVAILABILITY: One-page summary available

CONTACT FOR FURTHER INFORMATION:
Melvin D. Bruntzel
Education Program Specialist
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
913/296-3866

81

STUDY TITLE: Case Selection and Prioritizing Pupils for Participation in Speech/Language Programs/Services

CONDUCTED BY: South Carolina Department of Education

STUDY DESCRIPTION: Because LEAs were reporting speech/language caseloads that prohibited the provision of quality services, a task force study was conducted to examine the issue of reducing the caseload requirements for speech/language clinicians and the implications of such a policy revision. As a result of this study, guidelines were developed to aid in selecting and prioritizing pupils for participation in speech/language programs/services. Although not mandatory, these guidelines should be of assistance to LEAs which choose to implement them.

PERIOD OF DATA COLLECTION: October, 1978 to May, 1981

REPORT TITLE - AVAILABILITY: Case Selection and Prioritizing Pupils for Participation in Speech/Language Programs/Services: A Position Paper

CONTACT FOR FURTHER INFORMATION:
Mary E. Ginn, Consultant
Speech/Language Handicapped
State Department of Education
Office of Programs for the Handicapped
310 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

IDENTIFICATION/REFERRAL/EVALUATION

STUDY TITLE: Evaluation of the Referral and Appraisal Processes for Special Education

CONDUCTED BY: Houston Independent School District, Texas

STUDY DESCRIPTION: This study is being conducted to determine the status of the Referral Committees and the multi-stage appraisal processes based upon Texas Education Agency and local district guidelines.

PERIOD OF DATA COLLECTION: February, 1981 to May, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:

Mickel Brightman
Research Associate
Houston Independent School District
3830 Richmond
Houston, Texas 77027
713/623-5201

STUDY TITLE: Early Diagnosis and Intervention System

CONDUCTED BY: Montgomery County Public Schools, Maryland

STUDY DESCRIPTION: This study is being conducted to determine the effectiveness of the multi-disciplinary assessment of young children and the effects of early intervention on the elimination of severe learning problems.

PERIOD OF DATA COLLECTION: September, 1975 to Present (study is ongoing)

REPORT TITLE-AVAILABILITY: Development Evaluation Services for Children (1975 through 1978 annual reports available through ERIC)

CONTACT FOR FURTHER INFORMATION:

Dr. David Hayden, Chief
Information Management Branch
Division of Special Education
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201
301/659-2470

IDENTIFICATION/REFERRAL/EVALUATION

STUDY TITLE: Evaluation of the Identification of Perceptual-Communicative Disorders (Learning Disabilities) in Colorado

CONDUCTED BY: Laboratory of Education Research,
University of Colorado

STUDY DESCRIPTION: This study was conducted to evaluate the procedures used in and the results of the identification of learning disabled students.

PERIOD OF DATA COLLECTION: Data collection completed in February, 1981

REPORT TITLE-AVAILABILITY: Evaluation of the Identification of Perceptual Communicative Disorders in Colorado: Final Report

CONTACT FOR FURTHER INFORMATION:

Dr. Lorrie Shepard
Dr. Mary Lee Smith
Laboratory of Educational Research
University of Colorado
Boulder, Colorado

OR

Dr. Peter S. Fanning
Executive Director
Special Education
Colorado Department of Education
201 E. Colfax
Denver, Colorado 80293
303/866-2727

STUDY TITLE: An Analysis of Criteria and Systems for Identifying Disadvantaged and Handicapped Vocational Students in Illinois Public Schools

CONDUCTED BY: University of Illinois at Urbana-Champaign

STUDY DESCRIPTION: The purpose of this study was to analyze the criteria and assessment procedures used to identify handicapped and disadvantaged students within local education agencies in Illinois that operate secondary and/or post-secondary programs.

PERIOD OF DATA COLLECTION: June, 1979 to August, 1979

REPORT TITLE-AVAILABILITY: An Analysis of Criteria and Systems for Identifying Disadvantaged and Handicapped Vocational Students in Illinois Public Schools

CONTACT FOR FURTHER INFORMATION:

Richard Donald Cheaney Jr., Ed.D.
Work Experience Career Exploration Coordinator
Springfield School District #186
101 South Lewis
Springfield High School
Springfield, Illinois 62704
217/525-3121

IDENTIFICATION/REFERRAL/EVALUATION

STUDY TITLE: Count Your Kid In - Kansas--State Child Find Project

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: This study was conducted to examine the nature of the handicapping conditions of preschool children, the numbers and locations of preschool handicapped children, and the sources of referrals of preschool children.

PERIOD OF DATA COLLECTION: 1980 to 1981

REPORT TITLE-AVAILABILITY: Count Your Kid In - Kansas--State Child Find Project

CONTACT FOR FURTHER INFORMATION:

Betty Weithers
Coordinator of Special Education Administration
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
913/296-3866

STUDY TITLE: The Teacher Support System: A Model for Referral Intervention, Assessment, and Placement Procedures for Regular and Special Education Students

CONDUCTED BY: Monrovia Unified School District (for the California State Department of Education)

STUDY DESCRIPTION: The study is based on research which suggests that the mandates of PL 94-142 and state law have not been fully implemented due to a lack of careful long-term planning for procedural systems. The purposes of this study are to: (1) to develop an efficient and effective model for the referral, intervention, assessment and placement of students with special needs; (2) to develop forms to support the implementation of steps in the system model; and (3) to develop an inservice guide for the implementation of the system and the forms.

PERIOD OF DATA COLLECTION: November, 1980 to May, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:
Richard A. Harris
Monrovia Unified School District
122 Linwood Avenue
Monrovia, California 91016
213/357-6033

IDENTIFICATION/REFERRAL/EVALUATION

STUDY TITLE: A Review of the Public Awareness Program and Its Evaluation Procedures

CONDUCTED BY: Ira Nelken and Associates, Inc. (for the California State Department of Education)

STUDY DESCRIPTION: The study's major goals were to provide a detailed description and an evaluation of current "Public Awareness" programs in the state and to develop model program(s) and evaluation procedures for the State Department of Education. A model for public awareness programs was developed based on a review of the literature and present practices. This model detailed five major approaches to public awareness and included suggestions for reaching four target populations within each approach. The model outlines the (1) use of the media primarily to reach the general public; (2) use of printed materials to reach four target populations; (3) use of inservice/presentations primarily to reach the educational community and school and agency staff; (4) use of personal contact mainly with the educational community; and (5) special education student involvement/special events to reach the general public, educational community, and the students themselves.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: A Review of the Public Awareness Program and Its Evaluation Procedures

CONTACT FOR FURTHER INFORMATION:

Ira Nelken, Ed.D.
Ira Nelken and Associates, Inc.
315 Orient
Chico, California 95926
916/895-8177

STUDY TITLE: A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children

CONDUCTED BY: Applied Management Sciences, Inc.
Silver Spring, Maryland
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study is describing assessment practices used by local school systems to identify and classify handicapped students and to determine their educational placements and is examining the soundness of those practices. The contractor has collected data from 500 school buildings in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics have been identified for reporting: (a) the extent to which local education agencies are using evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) training needs in the area of assessment as identified by the respondents; (d) the extent to which school staff members document their evaluation decisions; and (e) the extent to which school systems have backlogs of students waiting to be evaluated.

PERIOD OF DATA COLLECTION: 1980 to 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - 1982

CONTACT FOR FURTHER INFORMATION: Applied Management Sciences, Inc.
962 Wayne Avenue
Silver Spring, Maryland 20910
301/585-8181

STUDY TITLE: Verification of Procedures to Serve Handicapped Children

CONDUCTED BY: Applied Management Sciences
Silver Spring, Maryland
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study has two components--the Assessment component and the Secondary component. The Assessment component investigated three processes that influence the timeliness within which a school system conducts evaluations for students who have been identified as potentially handicapped--referral screening, case coordination, and quality control. The Secondary component was conducted in two phases. The first phase examined the class schedules of 458 handicapped students in 11 public high schools in two states for information concerning the number and type of handicapped students who received services, the type of coursework the students took, the extent to which they received services in integrated settings, and the extent to which they received services comparable to those of non-handicapped students. The second phase of the study involved the identification and documentation of promising strategies for serving secondary handicapped students. Strategies were grouped into the following topics: personnel utilization, special education, curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

PERIOD OF DATA COLLECTION: 1980 to 1981

REPORT TITLE-AVAILABILITY:

1. Verification of Procedures to Serve Handicapped Students: Secondary Component and Assessment Component; and 2. Onsight Insights

CONTACT FOR FURTHER INFORMATION: Applied Management Sciences
962 Wayne Avenue
Silver Spring, Maryland 20910
301/585-8181

STUDY TITLE: An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children

CONDUCTED BY: Council for Exceptional Children
Reston, Virginia
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to determine the extent to which state policies either (a) provided for services to children with disabilities other than those provided for under P.L. 94-142, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

PERIOD OF DATA COLLECTION: 1977

REPORT TITLE-AVAILABILITY: Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children

CONTACT FOR FURTHER INFORMATION: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
703/620-3660

IDENTIFICATION/REFERRAL/EVALUATION

STUDY TITLE: Iowa Task Force on Adaptive Behavior

CONDUCTED BY: Iowa Department of Public Instruction

STUDY DESCRIPTION: This project was undertaken for the purpose of finding legal and professionally acceptable options for assessing the adaptive behavior of mildly retarded children.

PERIOD OF DATA COLLECTION: October, 1979 to December, 1980

REPORT TITLE-AVAILABILITY: Assessment, Documentation, and Programming for Adaptive Behavior: An Iowa Task Force Report

CONTACT FOR FURTHER INFORMATION:

Laurence R. Sargent, Ed.D., Consultant
Mental Disabilities
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

STUDY TITLE: Iowa Assessment Project

CONDUCTED BY: Iowa State University and
Iowa Department of Public Instruction

STUDY DESCRIPTION: The purpose of this project was to collect information on recently developed procedures for assessing adaptive behavior and sociocultural background, and to examine the appropriateness of these measures for students in Iowa. These data also have implications for the criteria that are established in Iowa to classify students as mentally disabled. In general, the results of the Iowa Assessment Project suggest that the sociocultural measures are appropriate for both the black and white students in the state of Iowa. However, the procedures to adjust conventional intelligence test scores, based upon California data, are not effective for students in Iowa.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Report: Iowa Assessment Project

CONTACT FOR FURTHER INFORMATION:
Jeffrey P. Grimes, Consultant
School Psychological Services
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

IDENTIFICATION/REFERRAL/EVALUATION

STUDY TITLE: Multi-Cultural Pilot Project

CONDUCTED BY: Eastern Regional Education Services Center, Oklahoma State Department of Education

STUDY DESCRIPTION: This study, funded with Part B discretionary dollars, was designed to obtain information concerning discriminatory effects of standardized assessment with culturally diverse students. The study was conducted in seven rural schools in eastern Oklahoma using a sample of 191 school age Native American students. The results of this study indicated performance oriented tests to be the best indicator of potential intelligence for children from this particular population.

PERIOD OF DATA COLLECTION: January, 1980 to July, 1980

REPORT TITLE - AVAILABILITY: EHAB Discretionary Grant #D233

CONTACT FOR FURTHER INFORMATION:
Fred Catron, Coordinator
Regional Education Service Center
200 W. Shawnee
Sallisaw, Oklahoma 74960
918/755-5881

STUDY TITLE: Competencies and Standards for Psychological Assessment, Intervention and Follow-up

CONDUCTED BY: Iowa Department of Public Instruction

STUDY DESCRIPTION: This project was conducted to sequentially delineate the competencies necessary in dealing with psychological assessment, intervention, and follow-up and to delineate the standards required to meet the state competencies. The project was initiated out of the conviction that although they were not in written form, standards and competencies for appropriate psychological assessment did indeed exist and that there were certain minimum steps and actions that need attention in most cases referred to a school psychologist. It was further believed that most practicing school psychologists, in an informal manner and when time allowed it, kept to a procedural routine of sorts which insured that the vital aspects of an ethical, efficacious handling of cases would be realized. What was missing was a document or standard that, while allowing for needed flexibility, outlined a best practices approach from the initial referral to the closing of a case.

PERIOD OF DATA COLLECTION: 1975 to 1979

REPORT TITLE - AVAILABILITY: Competencies and Standards for Psychological Assessment, Intervention and Follow-up

CONTACT FOR FURTHER INFORMATION:

Jeffrey P. Grimes, Consultant
School Psychological Services
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

STUDY TITLE: Learning Disabilities Criteria Project

CONDUCTED BY: Iowa Department of Public Instruction

STUDY DESCRIPTION: The purpose of this study is to investigate four procedures for determining the presence of a severe discrepancy between achievement and mental ability, and to assess the effects of the procedures on incidence and population characteristics. The four procedures being studied are: (a) grade/age level cut-off; (b) expectancy formula; (c) standard score comparison and (d) regressed standard score analysis. This study is being conducted as part of the Department's effort to rewrite the operational definition of learning disabilities.

PERIOD OF DATA COLLECTION: July, 1980 to December, 1981

REPORT TITLE-AVAILABILITY: Completion date not known at this time

CONTACT FOR FURTHER INFORMATION:
James H. Reese, Consultant
Learning Disabilities
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

STUDY TITLE: Assessing Learning Disabilities in Terms of Cultural Background

CONDUCTED BY: East Side Union High School District (for the California State Department of Education)

STUDY DESCRIPTION: This project was an intermediate step in the on-going development of a culture-fair model for assessing the learning and behavior problems of adolescents. In this model, diagnosis is re-centered from the traditional focus on variables assumed to lie within the youth to a focus on the youth as a person who is developing within a total "learning space." The learning space is defined as a set of interacting role-relations which include marital and ethnic status of the parents, sex-typing of the student and other family members, the student's ordinal place, and the father's occupation. Information, not only about the student but also about the specific cultural and social patterns being transmitted to the student, is thus systematically sought and evaluated.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Assessing Learning Disabilities in Terms of Cultural Background

CONTACT FOR FURTHER INFORMATION:

Helene F. Belz
Psychological Services Department
East Side Union High School District
830 N. Capitol Avenue
San Jose, California 95133
408/926-7500

STUDY TITLE: A Study of the Effectiveness of Various Nondiscriminatory and Linguistically and Culturally Appropriate Assessment Criteria for Placement of Minority Students in Special Education Programs

CONDUCTED BY: Planning Associates (for the California State Department of Education)

STUDY DESCRIPTION: Recent litigation and legislation have made obvious a number of problems inherent in determining the eligibility of minority group children for special education programs. The study was designed to describe currently applied special education placement criteria and practices related to the use of those criteria in the placement of minority group children. Related practices were reviewed as were elements of the special education process: from search and referral to educational planning and instruction for minority group children.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: A Study of the Effectiveness of Various Nondiscriminatory and Linguistically and Culturally Appropriate Assessment Criteria for Placement of Minority Students in Special Education Programs

CONTACT FOR FURTHER INFORMATION:
Stephanie C. Twomey
Planning Associates
Box 547
2011 L Street, Suite 4
Merced, California 95340
209/383-0820

STUDY TITLE: Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Education Agencies

CONDUCTED BY: SRI International
Menlo Park, California
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to follow a small sample of school systems over a five-year period to observe their progress in implementing P.L. 94-142. Because Congress asked that an annual report describe progress in implementation, this in-depth study of processes was designed to complement the national trends reported by states. The study describes the implementation process for 22 school districts and identifies problematic areas.

PERIOD OF DATA COLLECTION: 1976 to present

REPORT TITLE-AVAILABILITY:

1. Local Implementation of PL 94-142: First Year Report of a Longitudinal Study
2. Local Implementation of PL-142: Second Year Report of a Longitudinal Study
3. Local Implementation of PL 94-142: Third Year Report of a Longitudinal (draft)

CONTACT FOR FURTHER INFORMATION: SRI International
333 Ravenswood Avenue
Menlo Park, California 94025
415/326-6200

STUDY TITLE: P.L. 94-142: A Study of Implications and Impact at the State Level

CONDUCTED BY: Education Turnkey Systems, Inc.
Falls Church, Virginia
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study is to develop an inventory of information on state administrative, organizational and fiscal practices for special education, and to conduct nine case studies of the implementation of P.L. 94-142 at the state level. The latter task will analyze in more detail the implementation process at the SEA level, identifying factors influencing the decision-making process and the selection of procedures as well as describing the coping strategies of state agencies.

PERIOD OF DATA COLLECTION: 1980-81

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION: Charles Blaschke
Education Turnkey Systems, Inc.
256 North Washington Street
Falls Church, Virgnina 22046-4549
703/536-2310

STUDY TITLE: Handicapped Public Policy Analysis

CONDUCTED BY: The Center for the Study of Welfare Policy, Washington, D.C.
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study is being conducted to identify effective state and local policies in the implementation of P.L. 94-142 and Section 504 of the Rehabilitation Act. The study is examining policies related to (a) interagency collaboration; (b) provision of related services; (c) out-of-district placement; (d) monitoring activities; and (e) least restrictive environment.

PERIOD OF DATA COLLECTION: October, 1980 to October, 1982

REPORT TITLE-AVAILABILITY: Report scheduled for completion - March, 1982

CONTACT FOR FURTHER INFORMATION:
Frank Farrow, Deputy Director
The Center for the Study of Welfare Policy
236 Massachusetts Avenue, N.E.
Room 405
Washington, D.C. 20002
202/546-5062

STUDY TITLE: Analysis of State and Local Implementation Efforts

CONDUCTED BY: Newtek Corporation
Reston, Virginia
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study was designed to provide information on the budgetary factors at the state and local levels that effect the implementation of P.L. 94-142. The study investigated the special education budgetary process at the state level, and examined in detail budgetary processes in four local education agencies selected on the basis of demography. A guidebook was produced describing the federal funding process for P.L. 94-142 as well as state and local special education funding processes.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: Education Finance and the Handicapped Child: Case Studies on the Implementation of PL 94-142

CONTACT FOR FURTHER INFORMATION: Newtek Corporation
1612 Chimney House Road
Reston, Virginia 22090
703/471-7566

STUDY TITLE: Case Study of the Implementation of PL 94-142

CONDUCTED BY: Education Turnkey Systems, Inc.
Falls Church, Virginia
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to assess the first year of implementation of P.L. 94-142. Nine local school systems were observed during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were ade at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well underway at each local education agency despite varying levels of resources and organizational differences between sites. Problem area were identified but no changes in the Act were recommended at this time.

PERIOD OF DATA COLLECTION: 1978

REPORT TITLE - AVAILABILITY: Case Study of the Implementation of PL 94-142

CONTACT FOR FURTHER INFORMATION: Charles Blaschke
Education Turnkey Systems, Inc.
256 North Washington Street
Falls Church, Virginia 22046-4549
703/536-2310

STUDY TITLE: Assessing State Information Capabilities Under P.L. 94-142

CONDUCTED BY: Management Analysis Center
Cambridge, Massachusetts
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to determine the states' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by OSE, and visited 27 states to test their capacity to respond. MAC reported on state capacity to provide information on four categories: children, personnel, facilities, and resources. They found capacity was relatively high on the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data since states could not adequately respond to such requests.

PERIOD OF DATA COLLECTION: 1976 to 1977

REPORT TITLE-AVAILABILITY:

1. Analysis of State Reporting Requirements
2. Assessing State Information Capabilities under P.L. 94-142

CONTACT FOR FURTHER INFORMATION: Management Analysis Center
1430 Massachusetts Avenue
Cambridge, Massachusetts 02138
617/876-2770

STUDY TITLE: Institutional Responses and Consequences: Study of P.L. 94-142's Impact

CONDUCTED BY: High/Scope Educational Research Foundation
Ypsilanti, Michigan
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study investigated the relationship of school district responses to P.L. 94-142 to handicapped child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY:

1. Final Report: Year 2 of Operations
2. Study of the Impact of P.L. 94-142 on the Handicapped Child and Family: Institutional Responses and their Consequences

CONTACT FOR FURTHER INFORMATION: High/Scope Educational Research Foundation
600 N. River Street
Ypsilanti, Michigan 48197
313/485-2000

STUDY TITLE: Study of the Quality of Educational Services: P.L. 94-142's Impact

CONDUCTED BY: Huron Institute
Cambridge, Massachusetts
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to the handicapped child and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Final Report: The Huron Study of the Quality of Educational Services provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel

CONTACT FOR FURTHER INFORMATION: Huron Institute
123 Mt. Auburn Street
Cambridge, Massachusetts 02138
617/491-5450

STUDY TITLE: Criteria for Quality

CONDUCTED BY: Thomas Buffington Associates
Washington, D.C.
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142 implementation. The study focused on four principal requirements in the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for local education agency self-study guides. Four monographs addressing the evaluation of these provisions of the law were produced. Each monograph includes the relevant papers and a review by a panel of education practitioners.

PERIOD OF DATA COLLECTION: 1977-78

REPORT TITLE - AVAILABILITY: Four Monographs entitled Developing Criteria for: 1) Evaluating the Protection in Evaluation Procedures Provision of PL 94-142; 2) the Evaluation of the Least Restrictive Environment Provision; 3) Evaluating the Due Process Provisions of P.L. 94-142; and 4) The Evaluation of Individualized Education Program Provisions

CONTACT FOR FURTHER INFORMATION: Thomas Buffington Associates
2710 Ontario Road, N.W.
Washington, D.C. 20009
202/232-1362

STUDY TITLE: State/Local Communication Forum for Promoting and Exploring Issues Related to P.L. 94-142

CONDUCTED BY: National Association of State Directors of Special Education, Washington, D.C.
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The Forum project provides avenues of communication between local, state, and federal levels. Eighteen state education agencies and approximately 120 local education agencies are Forum participants. These agencies are sampled to obtain information on emerging issues in special education and on the implementation of P.L. 94-142. The information obtained is disseminated by such means as newsletters and reports to state and local education agencies, to other agencies and organizations interested in the education of handicapped children, and to the general public and is used in reporting to Congress on the implementation of the law. The project also provides technical assistance to state and local education agencies by responding to the issues and needs they have identified.

PERIOD OF DATA COLLECTION: 1980 to 1982

REPORT TITLE-AVAILABILITY:

1. Issues in the Pupil Referral/Evaluation Process
2. Interagency Collaboration: A Sampling of Agreements
3. State Special Education Advisory Panel Report
4. Local Child Count Procedures
5. Selected Issues in the Provision of Services to Deaf/Blind Children

CONTACT FOR FURTHER INFORMATION: National Association of State Directors of Special Education, Inc.
Suite 610-E
1201 16th Street, N.W.
Washington, D.C. 20036
202/833-4218

STUDY TITLE: Evaluation Report: Programming for Handicapped Children

CONDUCTED BY: Houston Independent School District, Texas

STUDY DESCRIPTION: This is a self-evaluation in compliance with a requirement of Section 504 of PL 93-112 to improve programming for handicapped children.

PERIOD OF DATA COLLECTION: Spring, 1979 to Fall, 1979

REPORT TITLE-AVAILABILITY: Evaluation Report - Programming for Handicapped Children

CONTACT FOR FURTHER INFORMATION:

Mickel Brightman
Research Associate
Houston Independent School District
3830 Richmond
Houston, Texas 77027
713/623-5201

IMPLEMENTATION OF STATE AND/OR FEDERAL LAW

STUDY TITLE: Evaluation of the Effects of the Implementation of Chapter 766 on Special Education in Massachusetts

CONDUCTED BY: Massachusetts Department of Education

STUDY DESCRIPTION: This research will provide a comprehensive analysis of the effects of Chapter 766 (the state law for the education of handicapped children) on the availability of special education and related services to children with special needs. Analysis of policies and practices will provide decision makers with information for improving the quality and effectiveness of special education. This research consists of five major study areas: fiscal/funding issues; effects of Chapter 766 on regular education; secondary special education; least restrictive environment; and IEPs.

Since Massachusetts has data from seven years of implementation, this analysis will assist other states in recognizing both the problems and opportunities they face as they move further along in carrying out the federal law for the education of handicapped children. The evaluation strategy includes data review, field studies, analysis, reporting and dissemination. The sub-studies were contracted out and the study review panel represents major groups outside of the Department of Education.

PERIOD OF DATA COLLECTION: August, 1980 to December, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - January, 1982

CONTACT FOR FURTHER INFORMATION:
Dr. James McGarry, Project Director
Massachusetts Department of Education
312 Stuart Street
Boston, Massachusetts 02116
617/426-3390

STUDY TITLE: A Systems Analysis of the Response of the Chicago Public Schools to P.L. 94-142

CONDUCTED BY: Center for Urban Education
Chicago, Illinois
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this research was to examine the response of the Chicago public schools to P.L. 94-142. In order for P.L. 94-142 to have a positive impact, its implications, including those for identification, assessment and placement of handicapped children were examined from several perspectives. The three categories of special education issues (management, legal, and curricula and pedagogical) were each investigated using a systems analysis framework in order to determine which comply with the new requirements of P.L. 94-142, what revisions were needed and what system variables might affect implementation of such revisions either positively or negatively.

PERIOD OF DATA COLLECTION: 1979

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION: John W. Wick, Ph.D.
Board of Education, City of Chicago
Center for Urban Education
Chicago, Illinois 60601

IMPLEMENTATION OF STATE AND/OR FEDERAL LAW

STUDY TITLE: Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact

CONDUCTED BY: Illinois State University
Normal, Illinois
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. It focused on differences in the impact of P.L. 94-142 implementation on children with various handicapping conditions and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the law.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: The Illinois State Study of the Impact of P.L. 94-142 on the Families of Children with Different Handicapping Conditions

CONTACT FOR FURTHER INFORMATION: Department of Sociology, Anthropology and Social Work
Illinois State University
Normal, Illinois 61761
309/438-2111

STUDY TITLE: Family Involvement and Satisfaction re: Educational Services for their Handicapped Children

CONDUCTED BY: University of Oregon
Eugene, Oregon
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this research was to survey the knowledge, involvement and satisfaction of rural parents with the requirements of P.L. 94-142. Five Oregon counties were involved (Cook, Grant, Harney, Jesserson, Lake). There are 23 school districts in this area with a total school enrollment of 10,000 first through twelfth grade pupils. It is estimated that 25 percent will have been identified for speech problems alone. This project sampled families of children with handicapping conditions other than speech impairment. This study was conducted in conjunction with the ongoing P.L. 94-142 compliance monitoring sponsored by the Oregon Department of Education.

PERIOD OF DATA COLLECTION: 1980-81

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION: John DeJung
Margaret Johnson
University of Oregon
Eugene, Oregon 97403
503/686-5524

IMPLEMENTATION OF STATE AND/OR FEDERAL LAW

STUDY TITLE: A Study of Kansas Monitoring Reports

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: This study was conducted to determine the nature and extent of LEA implementation of federal and state law and to determine the problem areas in providing services to handicapped children.

PERIOD OF DATA COLLECTION: 1980 to 1981

REPORT TITLE-AVAILABILITY: Report not available

CONTACT FOR FURTHER INFORMATION:
Harold L. Hodges
Education Program Specialist
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
913/296-3866

STUDY TITLE : Where Are All The Children or Is 12.035% of the Total School Age Population Really Handicapped?

CONDUCTED BY : University of Washington

STUDY DESCRIPTION : This analysis was undertaken to examine several questions. For years, those of us in special education have used the figure of 12% of the total population as a target number of children we should be serving through special services. However, many school districts have had difficulty locating this many children with eligible disabilities. Through an examination of existing data, this report presents some preliminary answers to the following questions: How many handicapped children are there? How many handicapped children should any school district be serving? How does an administrator evaluate child find efforts?

PERIOD OF DATA COLLECTION : 1979 to 1980

REPORT TITLE - AVAILABILITY : Where Are All The Children or Is 12.035% of the Total School Age Population Really Handicapped?

CONTACT FOR FURTHER INFORMATION :
Eugene Edgar, Professor
103 Miller Hall, DQ - 12
University of Washington
Seattle, Washington 98195
206/543-1827

STUDY TITLE: National Survey of Individualized Education Programs

CONDUCTED BY: Research Triangle Institute
Research Triangle Park, North Carolina
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to determine the nature and quality of the individualized education programs being designed for handicapped children. These programs are at the heart of the service delivery system and the Congress asked for a survey of them. RTI spent the 1977-78 school year designing a sampling plan and information gathering techniques. Data collected in school year 1978-79 provided descriptive information about what IEP documents are like. The study found that 95 percent of handicapped children have IEPs. Most IEPs meet minimal requirements of P.L. 94-142, except for the evaluation component.

PERIOD OF DATA COLLECTION: 1978 to 1979

REPORT TITLE-AVAILABILITY: A National Survey of Individualized Education Programs for Handicapped Children (Volumes 1-5)

CONTACT FOR FURTHER INFORMATION: Research Triangle Institute
Center for Educational Research and Evaluation
Research Triangle Park, North Carolina 27709
919/541-6314

STUDY TITLE: A Study of the IEP: Parent and School Perspectives

CONDUCTED BY: Houston Independent School District, Texas

STUDY DESCRIPTION: The purpose of this study was to determine the status of the IEPs within the Houston Independent School District with regard to their correctness/ accuracy based upon Texas Education Agency and local guidelines.

PERIOD OF DATA COLLECTION: October, 1979 to December, 1979

REPORT TITLE-AVAILABILITY: A Study of the IEP: Parent and School Perspectives

CONTACT FOR FURTHER INFORMATION:

Mickel Brightman
Research Associate
Houston Independent School District
3830 Richmond
Houston, Texas 77027
713/623-5201

STUDY TITLE: Development of a Working Paper for Improving the Efficiency of the Individualized Education Program

CONDUCTED BY: University of the Pacific (for the California State Department of Education)

STUDY DESCRIPTION: This project was designed to examine the efficiency and effectiveness of the individualized education program (IEP) in California. Two major goals were accomplished: (a) identification of key elements in the process including related issues encountered in each stage of the IEP process; and (b) the analysis and evaluation of existing IEP forms to produce model IEP formats appropriate for use in the state's school systems.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: The Development of a Working Paper for Improving the Efficiency of the Individualized Education Program (IEP)

CONTACT FOR FURTHER INFORMATION:
R. Ann Zinck
Bureau of Educational Research
University of the Pacific
Stockton, California 95211
209/946-2277

STUDY TITLE: Problems Relative to IEPs

CONDUCTED BY: Horry County, Georgetown County and Williamsburg County Schools, South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, this project is studying the problems involved in developing and implementing quality IEPs for handicapped students and the methods to tie educational and psychological assessments to IEP objectives.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:
Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Individual Education Plans: A Naturalistic Study of the Match Between Intent and Practice

CONDUCTED BY: Indiana University Foundation
Bloomington, Indiana
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to examine what constitutes a child's Individual Education Program. It focused upon the relationships among the written IEP, the program as intended by the teacher, and the program as evidenced by the child's classroom activities. A naturalistic research paradigm was utilized, resting on the framework of a case study model and augmented with other qualitative approaches. It is expected that the results of the study will yield descriptive data from which to generate variables and hypotheses for future research in teacher planning and classroom implementation of the IEP.

PERIOD OF DATA COLLECTION: 1980-81

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION:
Michael Tracy
Victoria Pappas
Indiana University Foundation
Development Training Center
P.O. Box 1847
Bloomington, Indiana 47402
812/337-3961

STUDY TITLE: Perception of Parents, Teachers, and Administrators Regarding Compliance Procedures of the IEP in Selected South Dakota Schools

CONDUCTED BY: School of Education
University of South Dakota
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to survey parents, teachers, and administrators in schools serving "special needs" Indian children in the State of South Dakota. To date no study had researched special education programs on or off the reservation in South Dakota for handicapped Indian students. This study will enable school personnel in these and other schools to improve their special education programs. Areas in need of in-service are being pointed out along with other needs relating to the IEP. A survey questionnaire was developed to elicit baseline data concerning parents', teachers', and administrators' perceptions of compliance procedures of the Individualized Educational Program (IEP). Contracts, Bureau of Indian Affairs, and public schools serving special needs Indian students were compared. Data were collected on-site and analyzed to determine the differences.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION:
Rich Lapointe
Dean Mack Hughes
School of Education
University of South Dakota
Vermillion, South Dakota 57069
605/677-5454

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STUDY TITLE: Implementing Individualized Educational Programs: An Analysis of the Role of the Regular Classroom Teacher

CONDUCTED BY: University of California, Santa Barbara (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this study is to analyze the role of regular classroom teachers in implementing individualized education programs (IEPs) for students participating in special education. This study is descriptive and intended to identify the extent to which regular classroom teachers are currently involved in implementing IEPs. In addition, it is attempting to identify differences between levels (i.e., primary and intermediate) as well as between types of handicap and placement of students with IEPs.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: Report scheduled for completion - November 1981

CONTACT FOR FURTHER INFORMATION:
Ann Nevin
Special Education Program
University of California Santa Barbara
2321 Phelps Hall
Santa Barbara, California 93106
805/961-4454

STUDY TITLE: Individualized Educational Program Evaluation Model: Development and Field Study

CONDUCTED BY: Office of the Santa Clara County Superintendent of Schools (for the California State Department of Education)

STUDY DESCRIPTION: This study is designed to develop and study a model to analyze written individualized educational programs (IEPs) of students enrolled in special education programs. Three primary purposes of this model are to establish a process to determine: a) whether discrepancies exist between the programs and services provided students as described by parents, students, and special education teachers and the programs and services described in the IEP; b) the extent to which student learning needs as identified by the assessment data on the IEP match or relate to the curriculum, designated services, and goals and objectives contained in the IEP; and c) whether IEPs written by multidisciplinary teams differ from those written by annual review teams and, if so, in what ways.

PERIOD OF DATA COLLECTION: November, 1980 to June, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:
Nadine Coates
Office of the Santa Clara County
Superintendent of Schools
100 Skyport Drive
San Jose, California 95110
408/299-2571

STUDY TITLE: The Individualized Education Plan in North Carolina: Implementation Status and Training Needs

CONDUCTED BY: North Carolina Department of Public Instruction

STUDY DESCRIPTION: This statewide survey of administrators, teachers, and support personnel was conducted to gather information regarding specific components of the IEP process, attitudes toward the process, and needs for assistance in implementing it.

PERIOD OF DATA COLLECTION: 1978

REPORT TITLE-AVAILABILITY: The Individualized Education Plan in North Carolina: Implementation Status and Training Needs

CONTACT FOR FURTHER INFORMATION:

Dr. Carolyn C. Murick, Director
Division of Psychological Services
North Carolina State Department
of Public Instruction
114 West Edenton Street
Raleigh, North Carolina
919/733-4396

STUDY TITLE: Evaluation Study of the Use of Micro-Computers vs. Mainframe Computers in Assisting in Managing IEPs at the School Level

CONDUCTED BY: Division of Special Education,
Maryland State Department of Education

STUDY DESCRIPTION: This study is examining the time saved through the use of micro-computers vs. mainframe systems for scheduling of handicapped students at the objective level and for monitoring students' progress on short term instructional objectives. The study is also attempting to measure the effectiveness of integrating assessment data to assist in the development of the IEP.

PERIOD OF DATA COLLECTION: September, 1979 to June, 1982

REPORT TITLE-AVAILABILITY: Individualizing Education with Micro-computer Programming-Dissertation, University of Georgia, Michael Athey, Ph.D. (available on microfiche from the University of Michigan dissertation abstracts)

CONTACT FOR FURTHER INFORMATION:
Dr. David Hayden, Chief
Information Management Branch
Division of Special Education
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201
301/659-2470

STUDY TITLE: Computerized IEPs for Secondary Level Special Education Students in Work Study Programs

CONDUCTED BY: Darlington County Schools, South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, this study is examining the problems involved in developing computerized IEPs for secondary level special education students who participate in work study programs.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:

Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

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STUDY TITLE: A Study of Selective Aspects of the IEP Process as Implemented in the Wyoming State Training School

CONDUCTED BY: Wyoming State Department of Education

STUDY DESCRIPTION: This study was conducted to determine whether the school age population of the State Training School is receiving a free appropriate education and whether the education program is in compliance with Wyoming and federal statutes, rules and regulations. Of special significance are the data indicating the extent to which Wyoming public schools are actively involved in the IEP process for those children placed in the training school by these districts.

PERIOD OF DATA COLLECTION: October, 1980 to November, 1980

REPORT TITLE-AVAILABILITY: A Study of Selective Aspects of the IEP Process as Implemented in the Wyoming State Training School

CONTACT FOR FURTHER INFORMATION:

Lamar Gordon, Jr.
School Foundation Program Services
for Handicapped Children
Wyoming State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002
307/777-6215

STUDY TITLE: Investigation of the Effects of Student-Assistants on the Implementation of IEP's in Regular and Special Classroom Settings

CONDUCTED BY: University of Idaho
Moscow, Idaho
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to investigate the effectiveness of student-assistants in implementing IEPs across settings, across severity of handicapping condition, across ages, and across stages of learning. Expected student outcomes were obtained from predictions and projected extrapolations on basic learning (performance) data. Student-instructional assistants were peer-tutors, non-handicapped. The first phase detailed case studies of preschoolers who are mainstreamed and who are in segregated classroom settings. The second phase focused on the degree of severity of the impairment, and the third addressed student vs. teacher drill in the acquisition of self-help skills by severely handicapped children.

PERIOD OF DATA COLLECTION: 1978

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION: Lee Parks
Dale Gentry
University of Idaho
Moscow, Idaho 83843
208/885-6150

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STUDY TITLE: A Study of Selective Aspects of the IEP Process as Implemented in the Wyoming State Training School

CONDUCTED BY: Wyoming State Department of Education

STUDY DESCRIPTION: This study was conducted to determine whether the school age population of the State Training School is receiving a free appropriate education and whether the education program is in compliance with Wyoming and federal statutes, rules and regulations. Of special significance are the data indicating the extent to which Wyoming public schools are actively involved in the IEP process for those children placed in the training school by these districts.

PERIOD OF DATA COLLECTION: October, 1980 to November, 1980

REPORT TITLE-AVAILABILITY: A Study of Selective Aspects of the IEP Process as Implemented in the Wyoming State Training School

CONTACT FOR FURTHER INFORMATION:

Lamar Gordon, Jr.
School Foundation Program Services
for Handicapped Children
Wyoming State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002
307/777-6215

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STUDY TITLE: Research on Implementation of P.L. 94-142 for Inmates of Juvenile and Adult Correctional Facilities

CONDUCTED BY: M.H. Gerry & Co.
Washington, D.C.
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This project addresses the responsibility assigned to SEAs by P.L. 94-142 for assuring "that all educational programs for handicapped children within the State, including all such programs administered by any other State or local agency, will be under the general supervision of the person responsible for educational programs for handicapped children in the State educational agency and shall meet education standards of the State educational agency." (Sec. 612 (6)) CFR 121a.601 details the monitoring of such programs, and this project will take up those procedures for programs in correctional institutions. It will develop an understanding of institutional performance in a sample of states as the basis for writing a guide for all states to evaluate their own institutional performance. While the guide will be specifically designed for correctional institutions, the approach will be applicable for expanded use for special education programs in other state agencies, such as mental health and mental retardation facilities.

PERIOD OF DATA COLLECTION: 1981

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION: Martin H. Gerry
M.H. Gerry & Co.
1800 Massachusetts Avenue, N.W.
Washington, D.C. 20036
202/223-4418

STUDY TITLE: A Study to Determine the Effectiveness of Local Interagency Agreements and Identify Their Costs

CONDUCTED BY: SRI International (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this study is to assess the effectiveness of state and local interagency agreements by determining whether they impose additional responsibilities on Special Education Service Regions, change the quantity or type of services provided by the agency, and change the cost or responsibility for payment of services.

PERIOD OF DATA COLLECTION: November, 1980 to May, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:

Spencer Floyd
SRI International
333 Ravenswood Avenue
Menlo Park, California 94025
415/326-6200

STUDY TITLE: A Study to Identify Solutions to the Problems of Effectively and Efficiently Coordinating and Funding Educational Programs in Rural Areas for Elementary/Secondary Children with Special Learning Problems

CONDUCTED BY: South Carolina Joint Finance Review Committee, National Conference of State Legislators, and Governor's Office (South Carolina)

STUDY DESCRIPTION: The goal of this study is to examine the state's educational delivery system for handicapped children to assure that all handicapped youth are being provided an appropriate education. Owing to the heavy rural complexion of South Carolina, special emphasis is being placed on studying the most efficient methods of providing related services through interagency cooperation to school districts whose small numbers of handicapped children make the provision of educational and related services prohibitively costly.

PERIOD OF DATA COLLECTION: January, 1981 to December, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:
Joy Sovde, Consultant
South Carolina Joint Finance Review Committee
1306 Main Street
Columbia, South Carolina 29201
803/254-0041

STUDY TITLE: A Report Regarding Interagency Collaboration to Facilitate Services for Rural Handicapped Students

CONDUCTED BY: National Rural Research and Personnel Preparation Project
Center for Innovation and Development
Murray State University
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study analyzed the status of interagency collaboration in rural areas. Particular attention was paid to existent/desired interagency collaboration efforts at the national and federal levels and the impact of such on rural states and local education agencies.

PERIOD OF DATA COLLECTION: 1980 to 1981

REPORT TITLE-AVAILABILITY: A Report Regarding Interagency Collaboration to Facilitate Services for Rural Handicapped Students

CONTACT FOR FURTHER INFORMATION: Doris I. Helge, Director
National Rural Project
Center for Innovation and Development
Murray State University
Murray, Kentucky 42071
502/762-3817

STUDY TITLE: Illinois Early Childhood Implementation Plan

CONDUCTED BY: Illinois State Board of Education, with a subcontract to Southern Illinois University School of Medicine

STUDY DESCRIPTION: The purpose of this study was to design an interagency coordinated effort to serve the 0-5 year old handicapped population and to investigate the feasibility of a child tracking system.

PERIOD OF DATA COLLECTION: July, 1979 to September, 1980

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:

Julie Carter, Education Specialist
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
217/782-6601

STUDY TITLE: Study for Determining the Least Restrictive Environment Placement of Handicapped Children

CONDUCTED BY: Applied Management Sciences, Inc.
Silver Spring, Maryland
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this 18-month study was to investigate the decision rules or criteria used by the courts and state hearing officers to determine the placements of handicapped children, the guidance given by states to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of P.L. 94-142's least restrictive environment requirement were compared across arenas. Exemplary practices at the state and local education agency levels were described.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children

CONTACT FOR FURTHER INFORMATION: Applied Management Sciences, Inc.
962 Wayne Avenue
Silver Spring, Maryland 20910
301/585-8181

STUDY TITLE: Administrative Strategies for Serving Handicapped Children in the Least Restrictive Environment

CONDUCTED BY: JWK International Corporation
Annandale, Virginia
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This three-year study was conducted by JWK International to identify and describe successful administrative strategies for serving handicapped students in the least restrictive environment. Following the initial data collection phase, a training package, entitled OPTIONS, was designed for public school administrators who have the responsibility for making organizational decisions regarding the education of handicapped students in the least restrictive environment. OPTIONS is structured around the central question: "What critical administrative factors facilitate the successful inclusion of handicapped children in the least restrictive environment?"

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY:

1. OPTIONS
2. Integrating America's Mildly Handicapped Students
3. Critical Administrative Factors Which Facilitate the Successful Inclusion of Severely Handicapped Students in the Least Restrictive Environment: Six Case Studies

CONTACT FOR FURTHER INFORMATION: JWK International Corporation
7617 Little River Turnpike
Annandale, Virginia
703/750-0500

STUDY TITLE: Factors Facilitating Integration of the Handicapped into Less Restrictive Environments

CONDUCTED BY: State University College at Buffalo

STUDY DESCRIPTION: During 1977 a model was developed to describe the total educational life space of a student who has been placed into a less restrictive educational environment. It was proposed that through the development and use of a multifaceted model, it would be possible not only to document the impact of PL 94-142, but also to establish an extensive data base which could be used predictively to determine the factors which contribute to the successful integration of handicapped children. The task for 1978 was to expand the model and to pilot it with the entire population of a single elementary school.

PERIOD OF DATA COLLECTION: 1977 to 1978

REPORT TITLE-AVAILABILITY: Factors Facilitating Integration of the Handicapped into Less Restrictive Environment Report

CONTACT FOR FURTHER INFORMATION:
Judith Wolfe, Ph.D and David Sylves, Ph.D
Research and Development Complex
State University College at Buffalo
130 Elmwood Avenue
Buffalo, New York 14222

STUDY TITLE: Advisory Review Panel - A Method for the Administrative Governance of Least Restrictive Alternative and Local Level Conflict Resolution

CONDUCTED BY: La Grange Area Department of Special Education, Illinois

STUDY DESCRIPTION: This is a continuing project designed to provide a method for governing access to more restrictive self-contained special education programs and to resolve conflicts in programmatic recommendations between parents and multidisciplinary teams. The model utilizes a panel of regular and special education personnel who review multidisciplinary team recommendations to determine if more restrictive self-contained special education placements are warranted. In addition, the panel is used as a method of conflict resolution prior to pursuing formal due process. The Advisory Review Panel model has proved to be an effective way of monitoring more restrictive special education placements. Informal data also suggest that the conflict resolution function of the panel has resulted in a significantly lesser rate of formal due process hearings in this joint agreement district.

PERIOD OF DATA COLLECTION: September, 1978 to June, 1981

REPORT TITLE - AVAILABILITY: Advisory Review Panel - A Method of Governance of the Least Restrictive Alternative

CONTACT FOR FURTHER INFORMATION:
Howard P. Blackman, Director
La Grange Area Department of Special Education
1301 West Cossitt Avenue
La Grange, Illinois 60525
312/354-5730

STUDY TITLE: Mainstreaming Needs Assessment for Regular Educators

CONDUCTED BY: ARIN Intermediate Unit #28 (Central Support Service Project), Pennsylvania

STUDY DESCRIPTION: This needs assessment was conducted to determine topics of concern to regular educators in dealing with mainstreamed students. The data were needed to plan for appropriate inservice presentations and effective staff development.

Persons completing the needs assessment were asked to: (a) rank eight topics with respect to the need for inservice training and (b) rate fifteen specific statements related to the need for training on a scale from one to five.

PERIOD OF DATA COLLECTION: November, 1979 to March, 1981

REPORT TITLE-AVAILABILITY: Report not available

CONTACT FOR FURTHER INFORMATION:
Bethany L. Bosold, Staff Development Coordinator
ARIN Intermediate Unit #28
P. O. Box 175
Shelocta, Pennsylvania 15774
412/354-3111, Ext. 25

STUDY TITLE: Improving Teachers' Understanding of and Competencies for Mainstreaming Orthopedically Handicapped Students

CONDUCTED BY: Foundation for Individualized Evaluation and Research, Inc.

STUDY DESCRIPTION: This is a three-phase project designed to develop and demonstrate effective strategies for improving regular classroom teachers' understanding of orthopedic handicapping conditions and for developing and/or improving their competencies (as well as those of the special education teacher) in order to facilitate more effective integration of the orthopedically handicapped student into the regular classroom. A secondary goal of the project is to develop these strategies in a manner which will allow replication at minimal additional per pupil cost.

PERIOD OF DATA COLLECTION: August, 1981 to August, 1983

REPORT TITLE-AVAILABILITY: Report scheduled for completion - August, 1983

CONTACT FOR FURTHER INFORMATION:
Marvin Powell, President
Foundation for Individualized Evaluation
and Research, Inc.
248-1/2 East Lincoln Highway
DeKalb, Illinois 60115
815/756-3494

STUDY TITLE: A Multi-Dimensional Comparison of the Social Adjustment of Mainstreamed Physically Handicapped High School Students and Non-Handicapped Classmates

CONDUCTED BY: Westside Community for Independent Living, Inc. (for the California State Department of Education)

STUDY DESCRIPTION: "Mainstreaming" has been championed as a highly desirable objective for students who are variously disabled. However, implementation has thus far been based more on faith than on empirical findings. This study is comparing the social adjustment of orthopedically handicapped, mainstreamed high school students with that of their non-handicapped classmates. The study is attempting to answer questions such as: (1) do OH students differ from their regular education classmates in social behavior and acceptance; (2) what do participant observers, such as teachers and parents, about the social functioning of OH youngsters in mainstreamed classes; and (3) how do OH mainstreaming "graduates" recall their experiences.

PERIOD OF DATA COLLECTION: November, 1980 to May, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:
Neil Jacobson
Westside Community for Independent Living, Inc.
11687 National Blvd.
Los Angeles, California 90064
213/473-8421

STUDY TITLE: Reintegration Practices for Behavior Disordered Children in Three Midwestern States (1980)

CONDUCTED BY: Iowa Department of Public Instruction,
University of Nebraska, and
Kansas State University

STUDY DESCRIPTION: This study examined data obtained from teachers in three states (Iowa, Nebraska, and Kansas) regarding reintegration of behaviorally disordered students.

PERIOD OF DATA COLLECTION: October, 1979 to December, 1979

REPORT TITLE-AVAILABILITY: Reintegration Practices for Behavior Disordered Children in Three Midwestern States (1980)

CONTACT FOR FURTHER INFORMATION:
Carl R. Smith, Consultant
Emotional Disabilities
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

STUDY TITLE: Iowa Study Preliminary Report: Reintegration of Emotionally Disabled Pupils (1979)

CONDUCTED BY: Iowa Department of Public Instruction

STUDY DESCRIPTION: The purpose of this study was to examine the rate of return from special to regular education by students identified as emotionally disabled.

PERIOD OF DATA COLLECTION: April, 1978 to May, 1978

REPORT TITLE-AVAILABILITY: Iowa Study Preliminary Report: Reintegration of Emotionally Disabled Pupils (1979)

CONTACT FOR FURTHER INFORMATION:

Carl R. Smith, Consultant
Emotional Disabilities
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

STUDY TITLE: The Teacher Support System: A Model for Referral Intervention, Assessment, and Placement Procedures for Regular and Special Education Students

CONDUCTED BY: Monrovia Unified School District (for the California State Department of Education)

STUDY DESCRIPTION: The study is based on research which suggests that the mandates of PL 94-142 and state law have not been fully implemented due to a lack of careful long-term planning for procedural systems. The purposes of this study are to: (1) to develop an efficient and effective model for the referral, intervention, assessment and placement of students with special needs; (2) to develop forms to support the implementation of steps in the system model; and (3) to develop an inservice guide for the implementation of the system and the forms.

PERIOD OF DATA COLLECTION: November, 1980 to May, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:
Richard A. Harris
Monrovia Unified School District
122 Linwood Avenue
Monrovia, California 91016
213/357-6033

STUDY TITLE: Evaluation Study of the Use of Micro-Computers vs. Mainframe Computers in Assisting in Managing IEPs at the School Level

CONDUCTED BY: Division of Special Education,
Maryland State Department of Education

STUDY DESCRIPTION: This study is examining the time saved through the use of micro-computers vs. mainframe systems for scheduling of handicapped students at the objective level and for monitoring students' progress on short term instructional objectives. The study is also attempting to measure the effectiveness of integrating assessment data to assist in the development of the IEP.

PERIOD OF DATA COLLECTION: September, 1979 to June, 1982

REPORT TITLE-AVAILABILITY: Individualizing Education with Micro-computer Programming-Dissertation, University of Georgia, Michael Athey, Ph.D. (available on microfiche from the University of Michigan dissertation abstracts)

CONTACT FOR FURTHER INFORMATION:
Dr. David Hayden, Chief
Information Management Branch
Division of Special Education
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201
301/659-2470

MANAGEMENT/COORDINATION OF SERVICES

STUDY TITLE: The Kansas Evaluation System

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: This project is being conducted to structure the types of data collected pertaining to exceptional students in an effort to facilitate student growth. The system will function on a statewide basis and is expected to provide meaningful and managable student intervention data for use by educational personnel.

PERIOD OF DATA COLLECTION: 1979 to 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - September, 1981

CONTACT FOR FURTHER INFORMATION:

Dr. Steve Maple
State Evaluator for Special Education
Area Service Center - Interlocal District #613
1000 Second Avenue
Dodge City, Kansas 67801
316/227-8002

STUDY TITLE: Development of a Special Education Communication System

CONDUCTED BY: Jasper County Schools and Beaufort County Schools, South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, this study was undertaken to develop effective methods of communication among regular educators, special educators, school administrators, parents of handicapped children and the community as a whole.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:
Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

MANAGEMENT/COORDINATION OF SERVICES

STUDY TITLE: Special Education Staff Development Efforts

CONDUCTED BY: Houston Independent School District, Texas

STUDY DESCRIPTION: This is an initial year of a computer-based accounting system for special education inservice training. This system includes a tracking system for staff needs assessments and credit for inservice sessions attended.

PERIOD OF DATA COLLECTION: Ongoing since 1979

REPORT TITLE-AVAILABILITY: Special Education Monthly Inservice Summaries (scheduled for completion - Summer, 1981)

CONTACT FOR FURTHER INFORMATION:

Mickel Brightman
Research Associate
Houston Independent School District
3830 Richmond
Houston, Texas 77027
713/623-5201

STUDY TITLE: Strategies for Articulation of Instructional Programs Among All Personnel Serving Handicapped Children

CONDUCTED BY: Anderson School Districts One, Two, Three, Four, and Five and the Oconee County Schools, South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, a cluster of LEAs is studying the problem of articulating services among all personnel serving handicapped children. This study will result in a manual for coordinating efforts among service delivery personnel.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:

Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Analysis of Alternative Management Information Systems Appropriate for Special Education Application

CONDUCTED BY: Decision Development Corporation (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this project was to review suitable existing management information systems in California, determine their value in meeting the needs for information, and develop appropriate documents and the following products for use by districts in meeting common reporting requirements: a) data element dictionary; b) MIS evaluation instrument; c) resource book describing selected current systems; d) MIS models, both manual and electronic; e) a manual of procedural guidelines for MIS selection; and f) a monograph describing project development and activities.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY:

1. Analysis of Alternative Management Information Systems Appropriate for Special Education Application
2. Other materials for use by school systems in setting up special education management information systems.

CONTACT FOR FURTHER INFORMATION: Harry Larson, Principal Investigator
Decision Development Corporation
P.O. Box 3129
Walnut Creek, California 94598
916/753-5969

STUDY TITLE: A Survey of Management Information and Evaluation Systems in New York State

CONDUCTED BY: New York State Education Department

STUDY DESCRIPTION: The Boards of Cooperative Educational Services (BOCES) act as a repository of information for constituent districts while providing a statewide network for data access, retrieval, and file maintenance. This project was undertaken in an effort to standardize the information in terms of availability and format, and to improve local and state level monitoring and evaluation activities. This survey is designed to review and automate management information systems encompassing individualized education programs, individualized instructional plans, curriculum resources, student historical, personal and achievement data, and measures or assessment procedures.

PERIOD OF DATA COLLECTION: February, 1981 to February, 1983

REPORT TITLE-AVAILABILITY: Report scheduled for completion - February, 1983

CONTACT FOR FURTHER INFORMATION:

Louis Grumet, Assistant Commissioner
Office of Education for Children
with Handicapping Conditions
New York State Education Department
Room 1073 EBA
Albany, New York 12234
518/474-5548

MINORITIES

STUDY TITLE: The Status of Minority Group Representation in Special Education Programs in the State of New Jersey

CONDUCTED BY: Branch of Special Education and Pupil Personnel Services, New Jersey State Department of Education

STUDY DESCRIPTION: This study was conducted to determine the percentage of handicapped students represented by the different racial groups, to identify problems associated with this representation, and to make policy recommendations.

PERIOD OF DATA COLLECTION: September, 1979 to June, 1980

REPORT TITLE-AVAILABILITY: The Status of Minority Group Representation in Special Education Programs in the State of New Jersey: A Summary Report

CONTACT FOR FURTHER INFORMATION:

Dr. David W. Winikur, Director
Bureau of Pupil Personnel Services
New Jersey State Department of Education
225 W. State Street
Trenton, New Jersey 08625
609/984-4963

STUDY TITLE: Multi-Cultural Pilot Project

CONDUCTED BY: Eastern Regional Education Services Center,
Oklahoma State Department of Education

STUDY DESCRIPTION: This study, funded with Part B discretionary dollars, was designed to obtain information concerning discriminatory effects of standardized assessment with culturally diverse students. The study was conducted in seven rural schools in eastern Oklahoma using a sample of 191 school age Native American students. The results of this study indicated performance oriented tests to be the best indicator of potential intelligence for children from this particular population.

PERIOD OF DATA COLLECTION: January, 1980 to July, 1980

REPORT TITLE-AVAILABILITY: EHAB Discretionary Grant #D233

CONTACT FOR FURTHER INFORMATION:
Fred Catron, Coordinator
Regional Education Service Center
200 W. Shawnee
Sallisaw, Oklahoma 74960
918/755-5881

STUDY TITLE: Testing and Teaching Communicatively Handicapped Hispanic Children: The State-of-the-Art in 1980

CONDUCTED BY: Bloomsbury West, Inc. (for the the California State Department of Education)

STUDY DESCRIPTION: The project was designed to review the research and current practices related to teaching and testing limited and non-English speaking children from Spanish language backgrounds who are eligible for severe language handicap and language and speech special education services. A handbook developed in this project was designed to help language and speech professionals understand and begin to solve some of the problems school districts face in the education of handicapped children with limited English proficiency. This effort was intended as a first step in developing procedures and materials to meet the specifications of P.L. 94-142 and of California State Law.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Testing and Teaching Communicatively Handicapped Hispanic Children: The State-of-the-Art in 1980

CONTACT FOR FURTHER INFORMATION:
Heidi Dulay
Bloomsbury West, Inc.
1111 Market Street
San Francisco, California 94103
415/863-3343

STUDY TITLE: Nondiscriminatory Assessment: Practitioner's Guide and Test Matrix

CONDUCTED BY: California Association of School Psychologists and Psychometrists (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this project was to develop procedures that enhance test administrators' abilities to conduct nondiscriminatory assessment. Two products were developed to fulfill this purpose. The first was a Practitioner's Handbook and the second was a Test Matrix. The handbook reviews current assessment practices and suggests new and alternative approaches that could enhance non-biased assessment of minority populations of children. The matrix reviews over 600 test instruments and rates their appropriateness in various areas.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Nondiscriminatory Assessment: Practitioner's Guide and Test Matrix

CONTACT FOR FURTHER INFORMATION:

Daniel Watson, Chair
Continuing Education
California Association of School
Psychologists and Psychometrists
4628 Adair Street
San Francisco, California 92107
714/292-3570

STUDY TITLE: A Study of the Effectiveness of Various Nondiscriminatory and Linguistically and Culturally Appropriate Assessment Criteria for Placement of Minority Students in Special Education Programs

CONDUCTED BY: Planning Associates (for the California State Department of Education)

STUDY DESCRIPTION: Recent litigation and legislation have made obvious a number of problems inherent in determining the eligibility of minority group children for special education programs. The study was designed to describe currently applied special education placement criteria and practices related to the use of those criteria in the placement of minority group children. Related practices were reviewed as were elements of the special education process: from search and referral to educational planning and instruction for minority group children.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: A Study of the Effectiveness of Various Nondiscriminatory and Linguistically and Culturally Appropriate Assessment Criteria for Placement of Minority Students in Special Education Programs

CONTACT FOR FURTHER INFORMATION:
Stephanie C. Twomey
Planning Associates
Box 547
2011 L Street, Suite 4
Merced, California 95340
209/383-0820

STUDY TITLE: Perception of Parents, Teachers, and Administrators Regarding Compliance Procedures of the IEP in Selected South Dakota Schools

CONDUCTED BY: School of Education
University of South Dakota
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to survey parents, teachers, and administrators in schools serving "special needs" Indian children in the State of South Dakota. To date no study had researched special education programs on or off the reservation in South Dakota for handicapped Indian students. This study will enable school personnel in these and other schools to improve their special education programs. Areas in need of in-service are being pointed out along with other needs relating to the IEP. A survey questionnaire was developed to elicit baseline data concerning parents', teachers', and administrators' perceptions of compliance procedures of the Individualized Educational Program (IEP). Contracts, Bureau of Indian Affairs, and public schools serving special needs Indian students were compared. Data were collected on-site and analyzed to determine the differences.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION:
Rich Lapointe
Dean Mack Hughes
School of Education
University of South Dakota
Vermillion, South Dakota 57069
605/677-5454

STUDY TITLE: A Project to Develop BEH Waiver Requirements, Procedures and Criteria

CONDUCTED BY: Planning and Human Systems, Inc.
Washington, D.C.
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: States that provide clear and convincing evidence that all handicapped children have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A six-month study was undertaken in 1978 to develop guidelines to be used by the Office of Special Education, then the Bureau of Education for the Handicapped, in reviewing a state's request for a waiver. The guidelines were developed based on an evaluation of the Office's experiences in conducting a review of a request by Massachusetts for a waiver in 1978; on information provided by federal, state, and local agencies as well as state consumer, advocacy, and professional associations; and on a review of monitoring procedures used by other federal agencies.

PERIOD OF DATA COLLECTION: 1978

REPORT TITLE-AVAILABILITY: Recommended Requirements, Procedures and Criteria for Conducting a Waiver Review

CONTACT FOR FURTHER INFORMATION: Planning and Human Systems, Inc.
3201 New Mexico Avenue, N.W.
Washington, D.C. 20016
202/686-5100

STUDY TITLE: Paperwork Systems in Special Education: An Analysis and Critique

CONDUCTED BY: San Juan Unified School District (for the California State Department of Education)

STUDY DESCRIPTION: This statewide study reviewed the state and federal paperwork mandates, analyzed the paperwork of 37 school systems and summarized interviews conducted with 120 special educators. This study presents findings related to the paperwork conducted in school systems and provides recommendations regarding paperwork requirements and practices for local school systems, the state department of education, the state legislature, and the federal government.

PERIOD OF DATA COLLECTION: 1979 - 1980

REPORT TITLE-AVAILABILITY: Paperwork Systems in Special Education: An Analysis and Critique

CONTACT FOR FURTHER INFORMATION:

Stanley W. Barrick, Principal Investigator
San Juan Unified School District
3738 Walnut Avenue
Carmichael, California 95608
916/484-2626

STUDY TITLE: Study of Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact

CONDUCTED BY: American Institutes for Research Cambridge, Massachusetts and Cambridge Workshop, Inc. Belmont, Massachusetts (for the U.S. Office of Special Education)

STUDY DESCRIPTION: This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142 and examined the benefits of parents' activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to the child were shown.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: The Impact of Public Law 94-142 on Parents of Disabled Children

CONTACT FOR FURTHER INFORMATION: American Institutes for Research
Cambridge, Massachusetts
and
Cambridge Workshop, Inc.
37 Goden Street
Belmont, Massachusetts 02146

STUDY TITLE: Placement Committees: Parental Participation and Satisfaction

CONDUCTED BY: University of South Dakota
Vermillion, South Dakota
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This project investigated the degree of participation and satisfaction of parents with the placement committee process in three states - South Dakota, Nebraska, and Iowa. The participation and satisfaction of a group of parents was compared with the participation and satisfaction of two treatment groups of parents, with treatment designed to increase the level of participation and satisfaction. Satisfaction objectives are: (a) Is there a relationship between parents' degree of participation in the process and their satisfaction with the placement process; (b) can parental participation be increased via a simple treatment procedure; and (c) if parental participation can be increased, is this related to increased parental satisfaction?

PERIOD OF DATA COLLECTION: 1980-81

REPORT TITLE - AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION: H. Virginia Monroe
Pat Kramer
University of South Dakota
Vermillion, South Dakota 57069
605/677-5413

PARENTS

STUDY TITLE: Parent Training Program

CONDUCTED BY: Clarendon County School District #1, South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, this study is examining effective methods of training parents to deal with their handicapped children. Resulting from this study will be a series of inservice training programs for parents of handicapped children.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:

Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Organization of Parents of Handicapped Children

CONDUCTED BY: Lexington County School District #3,
South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, this project is studying methods for training and organizing parents of handicapped children. Most of the work in this project for organizing parents is being conducted by volunteers.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:

Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Involvement of Foster Parents in the Education of Special Children/Current Practices, Problems, and Recommendations

CONDUCTED BY: Office of the Santa Clara County Superintendent of Schools (for the California State Department of Education)

STUDY DESCRIPTION: There is currently an urgent call from teachers and administrators in special schools for assistance in solving problems which evolve from foster placement of their pupils. The number of special children placed in foster homes has risen dramatically in the past decade; it is estimated that fully one third of the children served in south Santa Clara County are in foster care. Although the difficulty of involving foster parents in the development and achievement of IEPs for their foster children is generally acknowledged to be a significant factor in demoralization of special education teachers, little is known about the variety and extent of problems encountered. This study is examining these problems.

PERIOD OF DATA COLLECTION: November, 1980 to May, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:
Steve Fiss
Office of the Santa Clara County
Superintendent of Schools
100 Skyport Drive
San Jose, California 95110
408/258-6101

STUDY TITLE: An Investigation Into Parent Knowledge of Entitlement as Prescribed in P.L. 94-142

CONDUCTED BY: San Francisco State University (for the California State Department of Education)

STUDY DESCRIPTION: In California, over 350,000 pupils and their families would ultimately be effected by both the federal laws (PL 94-142 and PL 93-118) and the new omnibus state law (California Master Plan for Special Education). The PTA Project, originally conceived as three year project, systematically explored the knowledge, attitudes and experiences of parents with handicapped children enrolled in California's public special education programs. Parents were interviewed and, subsequently, materials were developed for parents and school districts including a bibliography for parents on their rights, the educational process, resources, organizations and related research, handbooks on educational and psychological testing, and training videotapes on assessment.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: A Study of the Knowledge and Attitudes of Parents of Handicapped Children in California in Relation to Federal and State Entitlement Prescribed in PL 94-142

CONTACT FOR FURTHER INFORMATION:
Anthony Lepire
Frederick Burk Foundation for Education
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132
415/469-1247

PARENTS

STUDY TITLE: Parent Perceptions of Services for Rural Handicapped Children

CONDUCTED BY: National Rural Research and Personnel Preparation Project
Center for Innovation and Development
Murray State University
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study analyzed perceptions of parents of rural handicapped students regarding services delivered to their children.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Parent Perceptions of Services for Rural Handicapped Children

CONTACT FOR FURTHER INFORMATION: Doris I. Helge, Director
National Rural Project
Center for Innovation and Development
Murray State University
Murray, Kentucky 42071
502/762-3817

STUDY TITLE: A Study of the Feasibility of Teacher Training Programs in Techniques for Developing Awareness and Acceptance of Handicapped Students Among their Peers

CONDUCTED BY: North Carolina Council on Developmental Disabilities, Department of Human Resources

STUDY DESCRIPTION: This study examined peer acceptance of handicapped students in the classroom setting and effective strategies for changing the attitudes of non-handicapped students towards the handicapped to promote acceptance.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: Report not available for wide distribution; however, bibliography is available and Council staff are willing to discuss this study if contacted

CONTACT FOR FURTHER INFORMATION:

James W. Keene, Director
Council on Developmental Disabilities
Department of Human Resources
325 North Salisbury Street, Suite 611
Raleigh, North Carolina 27611
919/733-6566

STUDY TITLE: The Development of a Statewide Network for Training Special Education Paraprofessionals

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: Kansas has developed the nation's first statewide training programs for special education paraprofessionals. In order to evaluate the program and help determine its future direction, administrators, teachers and paraprofessionals were surveyed. This study was conducted to (a) collect basic information concerning Kansas special education paraprofessionals; (b) determine the attitudes towards, roles of and the duties of paraprofessionals after a statewide program of training and information dissemination had been initiated; and (c) provide a basis for the development of a statewide communication network for paraprofessionals. Major findings of the study include: 1) strong support for the concept that the teacher and paraprofessional form an educational team; 2) teachers and paraprofessionals should jointly define their responsibilities with the teacher working most closely with the more difficult child; 3) the three most common duties performed by paraprofessionals were "educating individual children," "assisting with group educational activities," and "preparing classroom materials;" and 4) the state should continue to expand its training activities through the use of the facilitator model, inservice training conducted by school districts, and college credit at a low-division level.

PERIOD OF DATA COLLECTION: 1978 to 1980

REPORT TITLE-AVAILABILITY: Report to be published at a future data by the Council for Exceptional Children

CONTACT FOR FURTHER INFORMATION:
Dr. Phyllis Kelly, Director
Special Education Paraprofessional Programs
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
913/296-3866

STUDY TITLE: Statewide Network for Special Education Paraprofessional Training

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: This study was conducted to determine if (a) the paraprofessional training program caused a significant increase in demonstrated competency of a random sample of participating paraprofessionals; (b) the training program caused a significant positive attitude change in paraprofessionals towards the special education student and his characteristics; and (c) the materials and media developed to train special education paraprofessionals were appropriate and effective.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Statewide Network for Special Education Paraprofessional Training

CONTACT FOR FURTHER INFORMATION:

Dr. Phyllis M. Kelly, Director
Special Education Paraprofessional Programs
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
913/296-3866

STUDY TITLE: Master Plan Inservice - Is Involvement the Key?

CONDUCTED BY: Woodland Joint Unified School District (for the California State Department of Education)

STUDY DESCRIPTION: As school districts, county offices, and consortia move towards implementing the master plan for special education in California and toward full compliance with P.L. 94-142, some areas report serious problems in implementing these changes in special education. Others, in contrast, seem to make these difficult changes with a minimum of resistance on the part of staff, parents, and community groups. This experimental study was conducted to determine whether a participatory visitation type of inservice for the joint training of regular and special education teachers would be more effective in increasing regular classroom teachers' willingness to integrate and in developing positive attitudes towards exceptional children than would be the traditional lecture type of inservice that had been conducted in many districts in the state.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE - AVAILABILITY: Master Plan Inservice - Is Involvement the Key?

CONTACT FOR FURTHER INFORMATION:
Dr. Paul C. Porter, Project Director
Pupil Personnel Services
Woodland Joint Unified School District
526 Marshall Avenue
Woodland, California 95696
916/662-0201

STUDY TITLE: Kansas Inservice Survey

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: This study was designed to obtain information about the special education inservice training needs of fourteen target groups in five content areas. Survey research procedures were used, and a needs assessment instrument was developed, piloted, and sent to educators in all school districts in Kansas.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Report not available

CONTACT FOR FURTHER INFORMATION:

Gerald M. Carder
Education Program Specialist
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
913/296-3866

STUDY TITLE: A Study of the Feasibility of Teacher Training Programs in Techniques for Developing Awareness and Acceptance of Handicapped Students Among their Peers

CONDUCTED BY: North Carolina Council on Developmental Disabilities, Department of Human Resources

STUDY DESCRIPTION: This study examined peer acceptance of handicapped students in the classroom setting and effective strategies for changing the attitudes of non-handicapped students towards the handicapped to promote acceptance.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: Report not available for wide distribution; however, bibliography is available and Council staff are willing to discuss this study if contacted

CONTACT FOR FURTHER INFORMATION:

James W. Keene, Director
Council on Developmental Disabilities
Department of Human Resources
325 North Salisbury Street, Suite 611
Raleigh, North Carolina 27611
919/733-6566

STUDY TITLE: A Descriptive Study of Teacher Concerns Said to be Related to PL 94-142

CONDUCTED BY: Roy Littlejohn & Associates
Washington, D.C.
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of P.L. 94-142 on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 1976 study on individualized education programs and several had been raised by national teachers' organizations. The contractor organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act and visited six school districts to analyze details of a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L. 94-142.

PERIOD OF DATA COLLECTION: 1977

REPORT TITLE-AVAILABILITY: Voices from the Classroom: Teacher Concerns with New Legislation for Serving Handicapped Children

CONTACT FOR FURTHER INFORMATION: Roy Littlejohn & Associates
1328 New York Avenue, N.W.
Washington, D.C. 20005
202/638-1388

PERSONNEL

STUDY TITLE: Pupil Personnel Services in Illinois: Survey '80

CONDUCTED BY: Illinois State Board of Education

STUDY DESCRIPTION: The purpose of this study was to develop basic information relative to PPS staff, their major activities and practices, their interests relative to professional development, their professional concerns, and their opinions about their responsibilities and accountability measures.

PERIOD OF DATA COLLECTION: June, 1980 to October, 1980

REPORT TITLE-AVAILABILITY: Pupil Personnel Services in Illinois: Survey '80

CONTACT FOR FURTHER INFORMATION:

Dr. William L. Humm, Research Scientist
Research and Statistics Section
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
217/782-3950

STUDY TITLE: A Study of Special Education Vacancies

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: This study was conducted to determine the number of professional and paraprofessional positions in special education that are budgeted and unfilled by headcount, full-time equivalency, level of instruction, categorical area, and administrative unit. Data from this study are for use by the state legislature, special education administrators, and advocacy groups.

PERIOD OF DATA COLLECTION: 1980 to 1981

REPORT TITLE-AVAILABILITY: A Study of Special Education Vacancies

CONTACT FOR FURTHER INFORMATION:

Gerald M. Carder
Education Program Specialist
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
913/296-3866

PERSONNEL

STUDY TITLE: A Study for the State Advisory Council for Special Education, State of Kansas--Special Education Teacher Shortages in Kansas

CONDUCTED BY: Kansas State Department of Education

STUDY DESCRIPTION: This study was conducted to examine the problem of teacher shortages in Kansas and factors related to the problem i.e., recruitment, geographic and economic variables, and local and state bureaucratic factors.

PERIOD OF DATA COLLECTION: 1978 to 1980

REPORT TITLE-AVAILABILITY: Special Education Teacher Shortages in Kansas: A Study for the State Advisory Council for Special Education, State of Kansas

CONTACT FOR FURTHER INFORMATION:

James E. Marshall, Director
Special Education Administration
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
913/296-3866

STUDY TITLE: Investigation of the Effects of Student-Assistants on the Implementation of IEP's in Regular and Special Classroom Settings

CONDUCTED BY: University of Idaho
Moscow, Idaho
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to investigate the effectiveness of student-assistants in implementing IEPs across settings, across severity of handicapping condition, across ages, and across stages of learning. Expected student outcomes were obtained from predictions and projected extrapolations on basic learning (performance) data. Student-instructional assistants were peer-tutors, non-handicapped. The first phase detailed case studies of preschoolers who are mainstreamed and who are in segregated classroom settings. The second phase focused on the degree of severity of the impairment, and the third addressed student vs. teacher drill in the acquisition of self-help skills by severely handicapped children.

PERIOD OF DATA COLLECTION: 1978

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION: Lee Parks
Dale Gentry
University of Idaho
Moscow, Idaho 83843
208/885-6150

PERSONNEL

STUDY TITLE: Attrition in Idaho Public Schools: Characteristics of and Reasons for Special Education Personnel Turnover

CONDUCTED BY: University of Idaho

STUDY DESCRIPTION: This study, funded in part by the Idaho State Department of Education, was conducted to determine: 1) the present level/rate of personnel/staff turnover in Idaho public school special education programs; 2) the characteristics of personnel turnover; and 3) other factors related to turnover.

PERIOD OF DATA COLLECTION: February, 1981 to April, 1981

REPORT TITLE-AVAILABILITY: Attrition in Idaho Public Schools: Characteristics of and Reasons for Special Education Personnel Turnover

CONTACT FOR FURTHER INFORMATION:

Dr. Dale Gentry, Chairman
Department of Special Education
College of Education
University of Idaho
Moscow, Idaho 83843
208/885-6159

STUDY TITLE: An Interactive Management System Applied to an In-Service Evaluation Problem

CONDUCTED BY: Santa Barbara Applied Research, Inc. (for the California State Department of Education)

STUDY DESCRIPTION: The purposes of this study are to (1) develop alternative evaluation designs for State Office of Special Education In-Service Training Units and (2) provide regional comparisions of participant commitment to training and studies of site activity implementation. This project is analyzing existing data so that they may be used in planning alternative and generalizable evaluation procedures to assist projects to reach their most effective child helping levels.

PERIOD OF DATA COLLECTION: November, 1980 to June, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:

Dr. John M. Ryan
Santa Barbara Applied Research, Inc.
5266 Hollister Avenue, B-255
Santa Barbara, California 93111
805/967-1422

STUDY TITLE: Special Education Staff Development Efforts

CONDUCTED BY: Houston Independent School District, Texas

STUDY DESCRIPTION: This is an initial year of a computer-based accounting system for special education inservice training. This system includes a tracking system for staff needs assessments and credit for inservice sessions attended.

PERIOD OF DATA COLLECTION: Ongoing since 1979

REPORT TITLE-AVAILABILITY: Special Education Monthly Inservice Summaries (scheduled for completion - Summer, 1981)

CONTACT FOR FURTHER INFORMATION:

Mickel Brightman
Research Associate
Houston Independent School District
3830 Richmond
Houston, Texas 77027
713/623-5201

STUDY TITLE: Competencies and Standards for Psychological Assessment, Intervention and Follow-up

CONDUCTED BY: Iowa Department of Public Instruction

STUDY DESCRIPTION: This project was conducted to sequentially delineate the competencies necessary in dealing with psychological assessment, intervention, and follow-up and to delineate the standards required to meet the state competencies. The project was initiated out of the conviction that although they were not in written form, standards and competencies for appropriate psychological assessment did indeed exist and that there were certain minimum steps and actions that need attention in most cases referred to a school psychologist. It was further believed that most practicing school psychologists, in an informal manner and when time allowed it, kept to a procedural routine of sorts which insured that the vital aspects of an ethical, efficacious handling of cases would be realized. What was missing was a document or standard that, while allowing for needed flexibility, outlined a best practices approach from the initial referral to the closing of a case.

PERIOD OF DATA COLLECTION: 1975 to 1979

REPORT TITLE-AVAILABILITY: Competencies and Standards for Psychological Assessment, Intervention and Follow-up

CONTACT FOR FURTHER INFORMATION:

Jeffrey P. Grimes, Consultant
School Psychological Services
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

PERSONNEL

STUDY TITLE: Special Education Training Needs of Vocational Teachers

CONDUCTED BY: Santa Barbara Applied Research, Inc. (for the California State Department of Education)

STUDY DESCRIPTION: Although the literature recognizes that vocational education to meet their specific needs is particularly important for handicapped students whose career options are ordinarily more limited than those of other students, there appear to be no previous studies with the specific objective of determining the training needs of vocational teachers in relation to handicapped students. Increasingly, regular vocational teachers find themselves dealing with handicapped students in their classes, yet few of these teachers have had any specific training to prepare them for meeting the needs of such students. This survey is assessing the training, experience, and attitudes of vocational teachers in relation to special education and identifying those areas in which the teachers feel a need for additional training. The information obtained will provide much needed direction for the development of future in-service training programs.

PERIOD OF DATA COLLECTION: November, 1980 to June, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - Summer, 1981

CONTACT FOR FURTHER INFORMATION:
Dr. John M. Ryan
Santa Barbara Applied Research, Inc.
5266 Hollister Avenue, B-255
Santa Barbara, California 93111
805/967-1422

STUDY TITLE: The Impact of Procedural Due Process on How School Staff Spend Their Time

CONDUCTED BY: Minnesota State Department of Education

STUDY DESCRIPTION: Complaints to legislators that special education due process procedures cause an undue time burden on school district staff led to an investigation of the amount of time spent by educators in various activities of regular and special education. Areas examined included direct instruction, curriculum development/modification, referral, assessment, IEP development, staffings, periodic reviews and reassessments, inservice training, and paperwork.

The time study report profiles the percent of education related time spent by elementary and secondary, regular and special education teachers in the areas listed above. The results indicated that the special education due process procedures do not cause an undue burden on regular educators.

PERIOD OF DATA COLLECTION: April, 1980 to October, 1980

REPORT TITLE-AVAILABILITY: The Impact of Procedural Due Process on How School Staff Spend Their Time

CONTACT FOR FURTHER INFORMATION:

Barbara S. Burke, Consultant
Policy and Rule Development
Minnesota State Department of Education
802 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
612/297-3620

PERSONNEL

STUDY TITLE: Physical Education for Handicapped Students in Iowa (PEPHSI)

CONDUCTED BY: Iowa Department of Public Instruction

STUDY DESCRIPTION: This study was conducted of physical education instructors and college/univeristy training programs regarding the levels of training needed by the regular physical educator to instruct handicapped students.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY:

1. Physical Education Programs for Handicapped Students in Iowa (Summary of Needs Assessment Special Schools).
2. Summary of Needs Assessment - Elementary, Junior High, and Senior High.
3. Summary of Professional Preparation Questionnaire Needs Assessment.

CONTACT FOR FURTHER INFORMATION:

Merry Maitre, Consultant
Career/Vocational Education for Handicapped
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3176

STUDY TITLE: Implementing Individualized Educational Programs: An Analysis of the Role of the Regular Classroom Teacher

CONDUCTED BY: University of California, Santa Barbara (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this study is to analyze the role of regular classroom teachers in implementing individualized education programs (IEPs) for students participating in special education. This study is descriptive and intended to identify the extent to which regular classroom teachers are currently involved in implementing IEPs. In addition, it is attempting to identify differences between levels (i.e., primary and intermediate) as well as between types of handicap and placement of students with IEPs.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: Report scheduled for completion - November 1981

CONTACT FOR FURTHER INFORMATION:
Ann Nevin
Special Education Program
University of California Santa Barbara
2321 Phelps Hall
Santa Barbara, California 93106
805/961-4454

PERSONNEL

STUDY TITLE: Mainstreaming Needs Assessment for Regular Educators

CONDUCTED BY: ARIN Intermediate Unit #28 (Central Support Service Project), Pennsylvania

STUDY DESCRIPTION: This needs assessment was conducted to determine topics of concern to regular educators in dealing with mainstreamed students. The data were needed to plan for appropriate inservice presentations and effective staff development.

Persons completing the needs assessment were asked to: (a) rank eight topics with respect to the need for inservice training and (b) rate fifteen specific statements related to the need for training on a scale from one to five.

PERIOD OF DATA COLLECTION: November, 1979 to March, 1981

REPORT TITLE-AVAILABILITY: Report not available

CONTACT FOR FURTHER INFORMATION:
Bethany L. Bosold, Staff Development Coordinator
ARIN Intermediate Unit #28
P. O. Box 175
Shelocta, Pennsylvania 15774
412/354-3111, Ext. 25

STUDY TITLE: Placement Committees: Parental Participation and Satisfaction

CONDUCTED BY: University of South Dakota
Vermillion, South Dakota
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This project investigated the degree of participation and satisfaction of parents with the placement committee process in three states - South Dakota, Nebraska, and Iowa. The participation and satisfaction of a group of parents was compared with the participation and satisfaction of two treatment groups of parents, with treatment designed to increase the level of participation and satisfaction. Satisfaction objectives are: (a) Is there a relationship between parents' degree of participation in the process and their satisfaction with the placement process; (b) can parental participation be increased via a simple treatment procedure; and (c) if parental participation can be increased, is this related to increased parental satisfaction?

PERIOD OF DATA COLLECTION: 1980-81

REPORT TITLE - AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION: H. Virginia Monroe
Pat Kramer
University of South Dakota
Vermillion, South Dakota 57069
605/677-5413

PLACEMENT

STUDY TITLE: Study for Determining the Least Restrictive Environment Placement of Handicapped Children

CONDUCTED BY: Applied Management Sciences, Inc.
Silver Spring, Maryland
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this 18-month study was to investigate the decision rules or criteria used by the courts and state hearing officers to determine the placements of handicapped children, the guidance given by states to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of P.L. 94-142's least restrictive environment requirement were compared across arenas. Exemplary practices at the state and local education agency levels were described.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children

CONTACT FOR FURTHER INFORMATION: Applied Management Sciences, Inc.
962 Wayne Avenue
Silver Spring, Maryland 20910
301/585-8181

STUDY TITLE: Need-based vs. Qualification-Based Programs and Classroom Groupings for Handicapped Students

CONDUCTED BY: Reidsville City Schools
Reidsville, North Carolina
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The major objective of this study was to compare two types of regular classroom arrangements for special children (random or clustered) and two types of resource services (remediation of labeled handicapped or remediation of identified skill deficits). Four different curricula were compared. This research addressed the following questions:

1. Is it more advantageous to provide resources based upon identified learning needs or based upon qualifying labels?

2. Is it better to cluster children with specific needs or specific labels within regular classrooms or to randomly distribute special students?

PERIOD OF DATA COLLECTION: 1978

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION: Ann Yelton
Reidsville City Schools
Reidsville, North Carolina 27320
919/342-4201

PLACEMENT

STUDY TITLE: Team Members' Reactions to Child Study Team Meetings

CONDUCTED BY: Lancaster-Lebanon Intermediate Unit 13, Pennsylvania

STUDY DESCRIPTION: This study was conducted to evaluate how teachers and other professionals view their participation in the required Multi-Disciplinary Team (MDT) meetings in an effort to make them as efficient and effective as possible for staff as well as for students.

PERIOD OF DATA COLLECTION: September, 1980 to June, 1981

REPORT TITLE-AVAILABILITY: Team Members' Reactions to Child Study Team Meetings

CONTACT FOR FURTHER INFORMATION:

Dr. Donald Naiman
Coordinator of Psychological Services
Lancaster-Lebanon Intermediate Unit 13
1110 Enterprise Road
East Petersburg, Pennsylvania 17520
717/569-7331

STUDY TITLE: The Impact of Conciliation Conferences and Due Process Hearings During 1979-80

CONDUCTED BY: Minnesota State Department of Education

STUDY DESCRIPTION: Prior to the initiation of a due process hearing in Minnesota, school district personnel meet with parents to attempt to conciliate their differences. This study was conducted to determine the impact of conciliation conferences on the student's program, parental and district attitudes, cost, the necessity for a hearing and the outcome of subsequent hearings and administrative reviews. Results of the surveys conducted for this report indicated that many districts were able to resolve conflicts during conciliation conferences and avoided the excess cost and negative attitudes often associated with due process hearings.

PERIOD OF DATA COLLECTION: September, 1979 to June, 1980

REPORT TITLE-AVAILABILITY: The Impact of Conciliation Conferences and Due Process Hearings During 1979-80

CONTACT FOR FURTHER INFORMATION:

Barbara S. Burke, Consultant
Policy and Rule Development
Minnesota State Department of Education
802 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
612/297-3620

STUDY TITLE: The Impact of Procedural Due Process on How School Staff Spend Their Time

CONDUCTED BY: Minnesota State Department of Education

STUDY DESCRIPTION: Complaints to legislators that special education due process procedures cause an undue time burden on school district staff led to an investigation of the amount of time spent by educators in various activities of regular and special education. Areas examined included direct instruction, curriculum development/modification, referral, assessment, IEP development, staffings, periodic reviews and reassessments, inservice training, and paperwork.

The time study report profiles the percent of education related time spent by elementary and secondary, regular and special education teachers in the areas listed above. The results indicated that the special education due process procedures do not cause an undue burden on regular educators.

PERIOD OF DATA COLLECTION: April, 1980 to October, 1980

REPORT TITLE-AVAILABILITY: The Impact of Procedural Due Process on How School Staff Spend Their Time

CONTACT FOR FURTHER INFORMATION:

Barbara S. Burke, Consultant
Policy and Rule Development
Minnesota State Department of Education
802 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
612/297-3620

STUDY TITLE: Identification of Strategies for Assisting LEAs and SEAs in Meeting Procedural Safeguards Afforded to Handicapped Children and Their Parents

CONDUCTED BY: Abt Associates Inc.
Washington, D.C.
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study considered two cornerstone provisions of procedural safeguards of P.L. 94-142 and Section 504 of the Vocational Rehabilitation Act of 1973: notification and dispute settlement. For notification, the project identified and described in technical assistance materials effective practices used by LEAs to notify parents about special education evaluation, placement and programming decisions and examined parent response in terms of understanding of and involvement in the pupil planning process. For dispute settlement, the project developed and disseminated a catalogue of dispute settlement materials for use by parents, educators, attorneys and advocates.

PERIOD OF DATA COLLECTION: 1979

REPORT TITLE - AVAILABILITY:

1. Identifying Strategies for Assisting LEAs and SEAs to Meet Procedural Safeguards Afforded to Handicapped Children and Their Parents

2. Dispute Settlement Procedural Safeguards: A Catalogue of Materials

CONTACT FOR FURTHER INFORMATION: Abt Associates Inc.
1521 New Hampshire Avenue, N.W.
Washington, D.C. 20036
202/466-4343

STUDY TITLE: The Cost of Special Education Due Process Fair Hearings and Appeals in California

CONDUCTED BY: Decision Development Corporation (for the California State Department of Education)

STUDY DESCRIPTION: The purpose of this descriptive study was to document the costs of due process hearings in special education to parents, local education agencies, and the state government. In addition to summarizing total costs, the study analyzed the issues prompting fair hearings, the distribution of cost elements, and the comparative costs of panel hearings, officer-conducted hearings, and state administrative appeals. Policy implications were discussed and recommendations made for reducing fair hearing costs and for improving the recording and dissemination of information on hearing costs.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: The Cost of Special Education Due Process Fair Hearings and Appeals in California

CONTACT FOR FURTHER INFORMATION:
Gerald P. Peterson
Decision Development Corporation
P.O. Box 422
Davis, California 95616
916/753-5969

STUDY TITLE: Related Services and Due Process

CONDUCTED BY: Greenville County Schools and Pickens County Schools, South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina Department of Education, several LEAs are studying the problems of providing related services to handicapped children and in streamlining due process procedures.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:

Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Advisory Review Panel - A Method for the Administrative Governance of Least Restrictive Alternative and Local Level Conflict Resolution

CONDUCTED BY: La Grange Area Department of Special Education, Illinois

STUDY DESCRIPTION: This is a continuing project designed to provide a method for governing access to more restrictive self-contained special education programs and to resolve conflicts in programmatic recommendations between parents and multidisciplinary teams. The model utilizes a panel of regular and special education personnel who review multidisciplinary team recommendations to determine if more restrictive self-contained special education placements are warranted. In addition, the panel is used as a method of conflict resolution prior to pursuing formal due process. The Advisory Review Panel model has proved to be an effective way of monitoring more restrictive special education placements. Informal data also suggest that the conflict resolution function of the panel has resulted in a significantly lesser rate of formal due process hearings in this joint agreement district.

PERIOD OF DATA COLLECTION: September, 1978 to June, 1981

REPORT TITLE-AVAILABILITY: Advisory Review Panel - A Method of Governance of the Least Restrictive Alternative

CONTACT FOR FURTHER INFORMATION:
Howard P. Blackman, Director
La Grange Area Department of Special Education
1301 West Cossitt Avenue
La Grange, Illinois 60525
312/354-5730

STUDY TITLE: Providing a Continuum of Services to Children Exhibiting Low Incidence Handicapping Conditions and Streamlining Due Process Procedures

CONDUCTED BY: York School Districts 1, 2, 3, and 4, Lancaster County Schools, and Union County Schools, South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina State Department of Education, this study is examining the problems of providing a continuum of services to children exhibiting low incidence handicapping conditions and of streamlining due process procedures.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion December, 1981

CONTACT FOR FURTHER INFORMATION:

Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Level of Informed Consent Being Reinforced Under PL 94-142 on Behalf of Handicapped Children in Foster Care

CONDUCTED BY: School of Education, University of Kansas
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this project was to determine the quality of representation presently being exercised on behalf of handicapped children in foster care for special education purposes under P.L. 94-142. Survey interviews were conducted in two states, Kansas and Massachusetts, utilizing as subjects the two most frequently-involved representatives of handicapped children in foster care: (1) foster parents; and (2) social workers. The objectives of this project included the following: a) to provide descriptive documentation of the frequency with which the social worker and foster parents are serving as representatives for handicapped children in foster placement for special education decision making purposes; b) to provide descriptive documentation of the frequency with which the multiple agents identify any of the permissable agents as being legally responsible for representing handicapped foster children; and c) to determine whether there is a significant difference between social workers and foster parents of handicapped children in terms of accuracy of information, and the level of agreement of their information in regard to LEA team decisions.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION:
Nancy Peterson and Jane McNally
Baily Hall
School of Education
University of Kansas
Lawrence, Kansas 66045
913/864-4954

STUDY TITLE: Identification of Strategies for Assisting LEAs and SEAs in Meeting Procedural Safeguards Afforded to Handicapped Children and Their Parents

CONDUCTED BY: Abt Associates Inc.
Washington, D.C.
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study considered two cornerstone provisions of procedural safeguards of P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973: notification and dispute settlement. For notification, project identified and described in technical assistance materials effective practices used by LEAs to notify parents about special education evaluation, placement and programming decisions and examined parent response in terms of understanding of and involvement in the pupil planning process. For dispute settlement, the project developed and disseminated a catalogue of dispute settlement materials for use by parents, educators, attorneys and advocates.

PERIOD OF DATA COLLECTION: 1979

REPORT TITLE-AVAILABILITY:

1. Identifying Strategies for Assisting LEAs and SEAs to Meet Procedural Safeguards Afforded to Handicapped Children and Their Parents

2. Dispute Settlement Procedural Safeguards: A Catalogue of Materials

CONTACT FOR FURTHER INFORMATION: Abt Associates Inc.
1521 New Hampshire Avenue, N.W.
Washington, D.C. 20036
202/466-4343

PROGRAM QUALITY

STUDY TITLE: Study of the Quality of Educational Services: P.L. 94-142's Impact

CONDUCTED BY: Huron Institute
Cambridge, Massachusetts
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to the handicapped child and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE - AVAILABILITY: Final Report: The Huron Study of the Quality of Educational Services provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel

CONTACT FOR FURTHER INFORMATION: Huron Institute
123 Mt. Auburn Street
Cambridge, Massachusetts 02138
617/491-5450

STUDY TITLE: Criteria for Quality

CONDUCTED BY: Thomas Buffington Associates
Washington, D.C.
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142 implementation. The study focused on four principal requirements in the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for local education agency self-study guides. Four monographs addressing the evaluation of these provisions of the law were produced. Each monograph includes the relevant papers and a review by a panel of education practitioners.

PERIOD OF DATA COLLECTION: 1977-78

REPORT TITLE-AVAILABILITY: Four Monographs entitled Developing Criteria for: 1) Evaluating the Protection in Evaluation Procedures Provision of PL 94-142; 2) the Evaluation of the Least Restrictive Environment Provision; 3) Evaluating the Due Process Provisions of P.L. 94-142; and 4) The Evaluation of Individualized Education Program Provisions

CONTACT FOR FURTHER INFORMATION: Thomas Buffington Associates
2710 Ontario Road, N.W.
Washington, D.C. 20009
202/232-1362

STUDY TITLE: A Review of the Public Awareness Program and Its Evaluation Procedures

CONDUCTED BY: Ira Nelken and Associates, Inc. (for the California State Department of Education)

STUDY DESCRIPTION: The study's major goals were to provide a detailed description and an evaluation of current "Public Awareness" programs in the state and to develop model program(s) and evaluation procedures for the State Department of Education. A model for public awareness programs was developed based on a review of the literature and present practices. This model detailed five major approaches to public awareness and included suggestions for reaching four target populations within each approach. The model outlines the (1) use of the media primarily to reach the general public; (2) use of printed materials to reach four target populations; (3) use of inservice/presentations primarily to reach the educational community and school and agency staff; (4) use of personal contact mainly with the educational community; and (5) special education student involvement/special events to reach the general public, educational community, and the students themselves.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: A Review of the Public Awareness Program and Its Evaluation Procedures

CONTACT FOR FURTHER INFORMATION:
Ira Nelken, Ed.D.
Ira Nelken and Associates, Inc.
315 Orient
Chico, California 95926
916/895-8177

STUDY TITLE: Related Services and Due Process

CONDUCTED BY: Greenville County Schools and Pickens County Schools, South Carolina

STUDY DESCRIPTION: Under the sponsorship of the South Carolina Department of Education, several LEAs are studying the problems of providing related services to handicapped children and in streamlining due process procedures.

PERIOD OF DATA COLLECTION: February, 1981 to August, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:

Lois G. Stephenson
Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Initiatives in School Psychology

CONDUCTED BY: South Carolina Department of Education

STUDY DESCRIPTION: Given the absence of federal standards and the inconsistency in state definitions for the training and practice of school psychologists, psychological services must be thoroughly researched to aid school districts in maintaining more efficient service delivery mechanisms and to improve the availability, quality and cost effectiveness of school psychological services. Three task force subcommittees addressed the following topics related to this issue: administration, finance and essential services, role and function, and training and continuing education related to psychological services.

PERIOD OF DATA COLLECTION: September, 1977 to May, 1978

REPORT TITLE - AVAILABILITY: Briefing Paper - Initiatives in School Psychology

CONTACT FOR FURTHER INFORMATION:

Beth Lowman, Consultant
Psychological Services
State Department of Education
Office of Programs for the Handicapped
310 Rutledge Building
Columbia, South Carolina 29201
803/758-7432

STUDY TITLE: Department of Mental Health and Developmental Disabilities Task Force on Mental Health Services for Hearing Impaired Children and Youth

CONDUCTED BY: Department of Mental Health and Developmental Disabilities and the Institute for Juvenile Justice, Illinois

STUDY DESCRIPTION: The purposes of this study were 1) to conduct a needs assessment of those children considered mentally ill or severely emotionally disturbed hearing impaired who are identifiable within the service systems of the code departments and who may be in need of appropriate mental health services; 2) to share information on available resources to meet the needs of this population; and 3) to develop a report for the Associate Director of the Department of Mental Health and Developmental Disabilities addressing the kind of program planning necessary to respond to the needs of the identified population.

PERIOD OF DATA COLLECTION: April, 1980 to March, 1981

REPORT TITLE-AVAILABILITY: Department of Mental Health and Developmental Disabilities Task Force on Mental Health Services for Hearing Impaired Children and Youth

CONTACT FOR FURTHER INFORMATION:
Lorene Cameron
Department of Mental Health
and Developmental Disabilities
Room 1500
160 North Lasalle Street
Chicago, Illinois 60601

STUDY TITLE: Assessing State Information Capabilities Under P.L. 94-142

CONDUCTED BY: Management Analysis Center
Cambridge, Massachusetts
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this study was to determine the states' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by OSE, and visited 27 states to test their capacity to respond. MAC reported on state capacity to provide information on four categories: children, personnel, facilities, and resources. They found capacity was relatively high on the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data since states could not adequately respond to such requests.

PERIOD OF DATA COLLECTION: 1976 to 1977

REPORT TITLE-AVAILABILITY:

1. Analysis of State Reporting Requirements
2. Assessing State Information Capabilities under P.L. 94-142

CONTACT FOR FURTHER INFORMATION: Management Analysis Center
1430 Massachusetts Avenue
Cambridge, Massachusetts 02138
617/876-2770

STUDY TITLE: National Rural Research and Personnel Preparation Project

CONDUCTED BY: National Rural Research and Personnel Preparation Project
Murray State University
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This report describes the 1978-79 special project funded by the Office of Special Education to determine the factors which facilitate and hinder rural LEAs in delivering special education services. The report discusses predominant problems as defined by rural state education agencies and limitations found in rural LEAs or cooperatives visited. Major problem areas included severe difficulties in recruiting and retaining rural staff, traditional attitudes/resistance to change, inadequacies of staff development programs, and other factors such as cultural differences and geographic and climatic difficulties.

PERIOD OF DATA COLLECTION: 1978 to 1979

REPORT TITLE-AVAILABILITY: NRP National Rural Research and Personnel Preparation Project

CONTACT FOR FURTHER INFORMATION:
Doris I. Helge
Director, National Rural Project
Center for Innovation and Development
Murray State University
Murray, Kentucky 42071
502/762-3817

RURAL

STUDY TITLE: National Comparative Study Regarding Rural Special Education Delivery Systems Before and After Passage of P.L. 94-142

CONDUCTED BY: National Rural Research and Personnel Preparation Project
Murray State University
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study compared service delivery systems before and after implementation of P.L. 94-142 in rural school districts. Although this study identified considerable progress in implementing comprehensive special education programs as a result of P.L. 94-142 (e.g., 92 percent increase in number of students identified and served), considerable problems were evident. Predominant problem areas included staff retention and recruitment, resistance to change, and funding and staff development needs.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: National Comparative Study Regarding Rural Special Education Delivery Systems Before and After Passage of P.L. 94-142

CONTACT FOR FURTHER INFORMATION: Doris I. Helge
Director, National Rural Project
Center for Innovation and Development
Murray State University
Murray, Kentucky 42071
502/762-3817

STUDY TITLE: Parent Perceptions of Services for Rural Handicapped Children

CONDUCTED BY: National Rural Research and Personnel Preparation Project
Center for Innovation and Development
Murray State University
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study analyzed perceptions of parents of rural handicapped students regarding services delivered to their children.

PERIOD OF DATA COLLECTION: 1979 to 1980

REPORT TITLE-AVAILABILITY: Parent Perceptions of Services for Rural Handicapped Children

CONTACT FOR FURTHER INFORMATION: Doris I. Helge, Director
National Rural Project
Center for Innovation and Development
Murray State University
Murray, Kentucky 42071
502/762-3817

RURAL

STUDY TITLE: Family Involvement and Satisfaction re: Educational Services for their Handicapped Children

CONDUCTED BY: University of Oregon
Eugene, Oregon
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: The purpose of this research was to survey the knowledge, involvement and satisfaction of rural parents with the requirements of P.L. 94-142. Five Oregon counties were involved (Cook, Grant, Harney, Jesserson, Lake). There are 23 school districts in this area with a total school enrollment of 10,000 first through twelfth grade pupils. It is estimated that 25 percent will have been identified for speech problems alone. This project sampled families of children with handicapping conditions other than speech impairment. This study was conducted in conjunction with the ongoing P.L. 94-142 compliance monitoring sponsored by the Oregon Department of Education.

PERIOD OF DATA COLLECTION: 1980-81

REPORT TITLE-AVAILABILITY: Contact person named below for information about available reports

CONTACT FOR FURTHER INFORMATION: John DeJung
Margaret Johnson
University of Oregon
Eugene, Oregon 97403
503/686-5524

STUDY TITLE: A Report Regarding Interagency Collaboration to Facilitate Services for Rural Handicapped Students

CONDUCTED BY: National Rural Research and Personnel Preparation Project
Center for Innovation and Development
Murray State University
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: This study analyzed the status of interagency collaboration in rural areas. Particular attention was paid to existent/desired interagency collaboration efforts at the national and federal levels and the impact of such on rural states and local education agencies.

PERIOD OF DATA COLLECTION: 1980 to 1981

REPORT TITLE-AVAILABILITY: A Report Regarding Interagency Collaboration to Facilitate Services for Rural Handicapped Students

CONTACT FOR FURTHER INFORMATION:
Doris I. Helge, Director
National Rural Project
Center for Innovation and Development
Murray State University
Murray, Kentucky 42071
502/762-3817

STUDY TITLE: A Study to Identify Solutions to the Problems of Effectively and Efficiently Coordinating and Funding Educational Programs in Rural Areas for Elementary/Secondary Children with Special Learning Problems

CONDUCTED BY: South Carolina Joint Finance Review Committee, National Conference of State Legislators, and Governor's Office (South Carolina)

STUDY DESCRIPTION: The goal of this study is to examine the state's educational delivery system for handicapped children to assure that all handicapped youth are being provided an appropriate education. Owing to the heavy rural complexion of South Carolina, special emphasis is being placed on studying the most efficient methods of providing related services through interagency cooperation to school districts whose small numbers of handicapped children make the provision of educational and related services prohibitively costly.

PERIOD OF DATA COLLECTION: January, 1981 to December, 1981

REPORT TITLE-AVAILABILITY: Report scheduled for completion - December, 1981

CONTACT FOR FURTHER INFORMATION:
Joy Sovde, Consultant
South Carolina Joint Finance Review Committee
1306 Main Street
Columbia, South Carolina 29201
803/254-0041

STUDY TITLE: Study of Student Turnover Between Special and Regular Education

CONDUCTED BY: SRI International
Menlo Park, California
(for the U.S. Office of Special Education)

STUDY DESCRIPTION: Little is known about student flow between special and regular education. The purposes of this study are to (1) describe the characteristics of children leaving special education and the reasons for their departure, (2) identify the extent to which handicapped children transfer successfully into regular education programs, and (3) identify children who may receive a treatment of short duration and therefore may not be receiving services when federal counts are taken.

PERIOD OF DATA COLLECTION: 1980

REPORT TITLE-AVAILABILITY:

1. Study of Student Turnover Between Special and Regular Education: Ethnographic Cross Site Analysis

2. Other reports scheduled for completion - Fall, 1981

CONTACT FOR FURTHER INFORMATION: SRI International
333 Ravenswood Avenue
Menlo Park, California 94025
415/326-6200

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of Special Education
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STUDY DESCRIPTION FORM

STUDY TITLE:

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